DOCUMENT RESUME

ED 068 926 CS 200 133

TITLE	Book I: Language Arts Guide.
INSTITUTION	Conrad Area School District, Wilmington, Del.
PUB DATE	[70]
NOTE	147p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Behavioral Objectives; Bibliographies; Individualized Instruction; *Kindergarten; *Language Arts; Listening; Primary Grades; Reading; Self Evaluation; Speaking; Spelling; *Teaching Guides; *Teaching Techniques; Writing

ABSTRACT

This teaching guide, which is the framework for the Conrad Area District (Delaware) Language Arts Program, includes for kindergarten, first, and second grades the areas of listening, speaking, reading, spelling, and writing. It has priority over the commercial guides due to its highly sequential development, its emphasis on individualization of instruction, and its usefulness with all types of printed matter. The suggested teaching strategies are suggestions only, and teachers are encouraged to be innovative. Each of the five sections includes an introduction, materials to use, behavioral objectives, a bibliography, and an index of skills for self- or pupil evaluation. (JF)

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ED 068926

BOOK I

LANGUAGE ARTS

GUIDE

CONRAD AREA SCHOOL DISTRICT

[Wilmington, Delaware]

CS 200 133

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ACKNOWLEDGMENTS

The Language Workshop is an outgrowth of the Reading Curriculum meetings during the school year 1969-1970. At these various curriculum meetings many ideas were expounded and exposed. As these ideas were brought before the Board, voted and approved by them, the dream became a reality. The Conrad Area Board is to be commended for its confidence and foresightedness in underwriting this project.

It would be difficult to find a more dedicated, cooperative, and industrious group of teachers who comprised our workshop. Each is to be commended for a job well done. The workshop was comprised of the following representatives:

Beatrice Brenner	Richey Elementary	Kindergarten, '70-71
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Hollis DeLuca	Spruce Ave. Elementary	Sixth Grade, '70-71
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Margaret Frick	Spruce Ave. Elementary	Grade 5, '69-71
Barbara Zydanowicz	Krebs Elementary	Grade 6, '69-70
Beckie Lowe		Reading Supervisor
Willie Mae Johnson	Krebs School	Parent '69-70
Gertrude Bair	Krebs School	Parent '69-70

The above people made the responsibility of guiding it easy, pleasant, and very gratifying. Working with this group has been a joy for the "director."

It has been a pleasure working with a director such as Beckie Lowe who has been patient and added much to the enthusiasm of our program. Our committee also feels that she was an excellent model to pattern ourselves after as she worked so diligently.

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PREFACE

This guide is the framework for the Conrad Area District Language Arts Program. It includes the areas of Listening, Speaking, Reading, Spelling, and Writing. These cognitive skills are listed in what can be considered a hierarchy of continuous development. Some listening skills need to be achieved in order for the child to master his speaking skills, and this pattern continues through the reading, spelling and writing areas.

As the hierarchy of Language Arts Skills is developed, so are the areas themselves. Pre-testing, pre-assessment, or pre-evaluation is imperative to determine the level of the child's development in each area. The child must be taught at the level at which he is achieving successfully, regardless of age or length of time in school. Once the student's instructional level is determined, it is necessary to continue diagnosis throughout the instruction so that each child is challenged continually.

Although it appears that only cognitive skills are being stressed, the affective domain is very important and requires a longer sequence of time to show this hierarchy of development. From the moment of the conception of the idea to internalization may take anywhere from six months to six or sixteen years, and for some, it may never occur. Some reading authorities refer to this as maturity in reading.

The committee offers the following student objectives to be realized:

1. Recognition of the importance of listening, speaking, reading, writing, and spelling.
2. Finds pleasure and takes pride in completing any Language Arts activity voluntarily.
3. Becomes personally committed and/or shows loyalty to his own ideas or communications through his behavior.
4. Shows consistent characteristics of beliefs and is able to relate value of the old to the new which he is in the process of accepting or rejecting. And finally to -
5. Developing a consistent philosophy of life.

The Conrad Area Language Arts Guide is to have priority over the commercial guides due to its highly sequential development and emphasis on individualization of instruction. This guide can be utilized with all types of printed matter, whereas other guides are developed for one particular series. Don't throw the commercial guides out the window yet; they do have other valuable information to offer.

As you use this guide, the teaching strategies are suggestions only to help you get started. There are as many ways of teaching as there are teachers, so feel perfectly free to be innovated.

LISTENING SKILLS
1-2

LISTENING SKILLS

Introduction

The skill of listening is an integral part of our daily lives and yet this skill has become the most neglected one in the language arts curriculum. Paul Rankin says, "Listening is the most frequently used language activity with the average adult spending approximately three times as much time listening as reading,"[1]

The mere fact that pupils "receive information by viewing and listening does not mean they have really developed either ability,"[2] but how many times has a teacher assumed that this potential is functioning properly and completely. Generally, teachers take listening for granted, nor do they usually think of it as a skill, such as reading or writing.

In some ways, listening is more demanding than reading - a person must recognize the sounds rather than the printed symbols; he must remember ideas from the initial hearing; he must organize the ideas heard and relate them in importance to one another; discover the difference between fact and opinion; visualize characters and settings; he must listen for sequence, for emotion and for mood.

One purpose of this guide is to ascertain the listening skills and then proceed with the teaching of this skill to each and every pupil. The teacher must determine the level of listening by pre-assessing the student with a listening capacity test which is part of the Informal Reading Inventory (I.R.I.) or the Durrell Analysis of Reading Difficulties or the Botel Listening Inventory. Using the

results of such, the teacher can begin to plan the listening program as needed for the student. Once the needs are pinpointed, adequate practice is provided and suited to the level of development for each individual, and materials are provided that are sequential and repetitive, then the student should be able to develop the skill of listening as a source of pleasure and enjoyment as well as a source of information. The ultimate aim of listening is when there is "a real meeting of the minds."

MATERIALS

1. Identifying sounds

   A. Scott-Foresman Records

      1. "Sounds Around Us?

      2. "Sounds I Can Hear"

   B. Margaret Wise Brown - the "Noisy" books

   C. Box of sound-making equipment. Include such things as:

      ball
      bell
      wood blocks
      triangle
      rattle
      whistle

2. Collection of pictures:

   a. Sequence pictures
   b. Animals
   c. Action
   d. Family
   e. Transportation
   f. Food
   g. Toys
   h. Machines
   i. Buildings

3. Poems and Rhymes - (See Library)

   Mother Goose Rhymes

4. Records - Nursery Rhymes, Stories, Riddles

5. Flannel Board

6. Alphabet Poster Cards - Milton Bradley

7. Box of objects for initial consonant and/or rhyming drills (ex. - b-ball, c-car, d-day)

8. See-quees puzzles by Judy Company for sequential order

9. Number cards - Beginning Number Poster Cards - Milton Bradley

10. Listen and Help Tell the Story by Bernice Wells Carlson

11. Finger Play Poems and Stories by Helen Jill Fletcher - Kurtz Bros., #30047

Materials - Listening (Cont'd)

12. The Color Wheel Book - Learn and Play Books
13. Kindergarten Rhymes - by Mary Jackson Ellis (materials for flannel board)
14. Rhythm Activities for Children - records
15. Big Counting Book - by Virginia Brady
16. Big A.B.C. Book - Kathie Smart
17. Flannel Board - Pict-O-Graph - nursery stories
18. The Wing On a Flea - by Ed Emberly
19. First Poems of Childhood - Tasha Ludlow
20. Conn Rhythm Band Instruments - Pupil Outfit

LISTENING

Level - K, 1 1

Skill - Identifying common sounds

Behavioral Objective - Given a sound the child will identify it orally.

Learning Activities and/or Teaching Strategies -

A) The child will close his eyes while the teacher produces a sound using various stimuli. The child will name the sound he hears:

a. bell	d. clock
b. whistle	e. clapping
c. door	f. cough

B) Have children sit quietly outside and name the sounds they hear around them.

Level - K, 1 2

Skill - Duplicating sounds

Behavioral Objective - Given a sound the child will reproduct it.

Learning Activities and/or Teaching Strategies - The child is to listen to various sounds and duplicate them:

a. rhythmic tapping	d. humming
b. finger snapping	e. stamping
c. whistling	f. animal sounds

Level - K, 1 3

Skill - Classifying sounds

Behavioral Objective - Given a sound the child will classify it according to intensity, pitch, mood, or specific object with which it is associated.

Learning Activities and/or Teaching Strategies -

1. The child will listen to a sound and determine whether it is high or low. (piano, pitch pipe, singing)

2. The child will differentiate between two given sounds:
   a. happy-sad
   b. high-low
   c. train-car
   d. drum-horn

Level - K, 1, 2 4

Skill - Reproducing words heard

Behavioral Objective - Given a word or a series of similar sounding words, the child will listen and carefully reproduce orally the word or words he is asked to repeat.

Learning Activities and/or Teaching Strategies -

1. Teacher will give the child a word and ask him to repeat it.

2. Teacher will say three words, two of which are alike and the third which is similar to the others, and ask the child to name the one that is different:
   a. pin, <u>pen</u>, pin
   b. man, <u>men</u>, man
   c. <u>top</u>, tip, tip
   d. cap, <u>cop</u>, cap

Level - K, 1, 2 5

Skill - Interpreting musical moods

Behavioral Objective - The child will listen to music chosen by the teacher and describe how it makes him feel through words or pictures.

Learning Activities and/or Teaching Strategies - The teacher will play a musical selection while the child listens (record, piano, tape). The child will then respond by describing how the music makes him feel through words or pictures (happy, sad).

Level - K, 1, 2 6

Skill - Following a single action-command which is given only once (and/or orally repeating the command)

Behavioral Objective - Given a single action-direction orally by the teacher, the child will follow the direction and/or repeat the direction.

Learning Activities and/or Teaching Strategies - The teacher will give a direction which the child will follow. Student should be able to repeat direction exactly:

a. Stand up
b. Clap your hands twice
c. Go over to the window
d. Raise your right hand

Level - K, 1, 2 7

Skill - Following a series of commands in correct sequence.

Behavioral Objective - Given a series of commands orally by the teacher, the child will repeat the directions and follow them in sequence.

Learning Activities and/or Teaching Strategies - The teacher will give a series of commands. First the child will repeat the directions, and then follow them in order. The number of items in the series can be increased gradually (2, then 3, then 4).

a. Stand up
b. Clap your hands twice
c. Pick up your red crayon
d. Walk to the door

Level - K, 1, 2 8

Skill - Listening to and responding to purpose-setting by the teacher.

Behavioral Objective - Given a set of directions prior to an activity the child will respond in a manner which indicates that he understands the directions correctly.

Learning Activities and/or Teaching Strategies -

1. Before taking a walk around the playground the teacher will ask the class to listen for all the sounds they can hear on the walk. List and discuss these sounds upon returning from the walk.

Level - K, 1 9

Skill - Select a picture that corresponds with a verbal clue.

Behavioral Objective - Given a verbal clue, the child will correctly identify from a set of pictures the correct response.

Learning Activities
and/or
Teaching Strategies - The teacher will say - "The dog is running." The pupil will find the picture which correctly shows this statement.

Level - K, 1, 2 10

Skill - Discriminate between make-believe and real stories.

Behavioral Objective - After listening to a story, the child will be able to discriminate between what is real and what is make-believe or fantasy.

Learning Activities
and/or
Teaching Strategies - Teacher will read:

1. Goldilocks and the Three Bears and
2. Blueberries for Sal

Child will give evidence why No. 1 is fantasy and No. 2 is real.

Level - K, 1, 2 11

Skill - Listening to and distinguishing between questions that are meaningful or nonsense.

Behavioral Objective - After hearing a question, the child will determine whether it is meaningful or nonsense and answer accordingly.

Learning Activities and/or Teaching Strategies - The teacher will ask a question and the child will answer it after determining if it makes sense or not.

Question 1. Why is grass red?
Answer 1. Grass isn't red, it's green.

Question 2. How do chickens fly?
Answer 2. They don't, their wings are too weak.

Level - K, 1, 2 12

Skill - Putting pictures related to a story in proper sequence after listening to the story presented by the teacher.

Behavioral Objective - After listening to a story, the child will arrange pictures related to the story in the proper sequential order.

Learning Activities and/or Teaching Strategies - Teacher can choose any story which has a definite beginning - middle and end - and make a picture illustrating an action in each part. Later, the child can arrange four or five pictures in sequence.

Level - K, 1 13

Skill - Listening to and identifying rhyming words in nursery rhymes

Behavioral Objective - Given a simple poem the pupil will name the words that rhyme.

Learning Activities and/or Teaching Strategies - The teacher will read a poem and ask the child to name the rhyming words:

a. Humpty-Dumpty
b. Jack be Nimble
c. Jack and Jill
d. Little Jack Horner

Level - K, 1 14

Skill - Identifying rhyming words in pictures.

Behavioral Objective - Given a set of pictures, the pupil will correctly identify the ones that rhyme with the teacher given stimulus.

Learning Activities and/or Teaching Strategies - The teacher will say "man" and provide four pictures, three of which rhyme with man. The child will correctly pick out the three.

man -

Level - K, 1, 2 15

Skill - Identifying the rhyming words in a series of words.

Behavioral Objective - Given an oral list of three words two of which rhyme, the pupil will correctly identify by naming the words that rhyme.

Learning Activities and/or Teaching Strategies - Orally give three words to a child and have him indicate which two words rhyme:

a. boat, road, coat
b. keep, ball, call

Level - K, 1 16

Skill - Ability to provide a rhyming word

Behavioral Objective - Given a word the pupil will independently name two other words that have the same rhyming ending.

Learning Activities and/or Teaching Strategies - The teacher will recite one word and have the children respond with two other words which rhyme with the teacher's word.

a. boat - goat, coat
b. can - man, fan

Level - K, 1, 2 17

Skill - Supplying a rhyming word to complete a couplet or rhyme.

Behavioral Objective - Given a rhyming couplet, with an incomplete last line, the pupil will supply a word that best completes the rhyme.

Learning Activities and/or Teaching Strategies - The teacher will read a rhyme or couplet; eliminating the ending. The class will then choose the best ending. eg. The boy can see _____. The bird in the_____.

Level - K, 1, 2 18

Skill - Perceiving relationships of words given orally.

Behavioral Objective - 1. Given three or four objects or words orally, the child will be able to describe what relationship these objects or words have to one another.

2. Given three or four words orally, the child will choose which words have a relationship and describe what it is and also state why the other word does not belong.

Learning Activities and/or Teaching Strategies - 1. Given a group of words orally by the teacher, the child will provide the generalization describing their relationship as follows:

a. pencil, paper, eraser - used in writing.

b. pear, apple, grape - all fruit

18
cont'd

Learning Activities
and/or
Teaching Strategies
(cont'd)

2. Given a group of words orally by the teacher, the child will state which words belong together and why, and which word doesn't and why.

a. peas, string beans, jello, carrots

Answer: peas, beans and carrots are vegetables; jello is a dessert.

b. coats, hat, popcorn, socks

Answer: coat, hat, socks are clothes; popcorn is a food

Level - K, 1, 2 19

Skill - Recognizing opposites

Behavioral Objective - Given a word which has an opposite, the child will be able to name its opposite.

Learning Activities
and/or
Teaching Strategies - The teacher will name either word of the following pairs of opposites and the child will name the other word:

a. up - down
b. black - white
c. high - low
d. inside - outside
e. over - under
f. noisy - quiet

Level - 1, 2 20

Skill - Listening to and being able to recall details of a story.

Behavioral Objective - After listening to a given story the pupil will demonstrate his recall of details by drawing a series of pictures to illustrate them.

Learning Activities and/or Teaching Strategies - Listen to the teacher read Peter Rabbit - by Beatrix Potter. Draw a series of pictures illustrating the details. Details might include Mr. MacGregor's Garden; Peter's New Clothes; Flopsy, Mopsy and Cottontail; etc.

Level - K, 1, 2 21

Skill - Finding out the main idea

Behavioral Objective - 1. After listening to a story the child will state the main idea.

2. After listening to a story, the child will name a title for the story which is the main idea.

Learning Activities and/or Teaching Strategies - 1. The teacher will read a story such as The Three Little Pigs or Three Billy Goats Gruff, and the child will tell the most important thing in the story.

2. The teacher will read a story without giving a title and the child will give a title for it.

Level - K, 1, 2 22

Skill - Inferring how story characters feel from their conversation and actions.

Behavioral Objectives - After listening to a story in which there is either conversation and/or actions which show the feeling of the characters, the child will describe how the characters feel by citing examples of their conversation and/or actions.

Learning Activities
and/or
Teaching Strategies - Teacher will read a story with conversation and/or action which reveals feelings. The child will evaluate orally the conversation and actions of the characters to determine their feelings.

Level - K, 1, 2 23

Skill - Creating new endings for stories by predicting the outcome.

Behavioral Objectives - After listening to an unfinished story, the child will predict a possible outcome for the story or several possible outcomes.

Learning Activities
and/or
Teaching Strategies -

1. Teacher will read an unfamiliary story and leave it unfinished. The child will then be given an opportunity to supply an ending or endings for the story.

2. Different children can each supply a possible ending and then as a class choose the most appropriate ending.

Level - K, 1, 2 24

Skill - Using story facts to prove an opinion.

Behavioral Objective - Having listened to a story, the child will support his opinion by recalling facts from the story.

Learning Activities and/or Teaching Strategies - The teacher will read a story and then ask a question about the story. The child must support his opinion by citing some factual evidence in the story.

Level - K, 1,2 25

Skill - Child's purpose setting

Behavioral Objective - Given a picture and a story title the child will list orally his purposes for listening to the story read or told.

Learning Activities and/or Teaching Strategies - The teacher will show a picture and/or read a title of a story to be read to the child. Then the child will state what the story might be about or what he thinks he will learn.

Level - K, 1,2 26

Skill - Learning the names of an recognizing the letters of the alphabet and numerals 0-10.

Behavioral Objective - Given any letter of the alphabet the child will identify it by name.

Learning Activities and/or Teaching Strategies - 1. The teacher will say, "Find me an 'A'."

26
Cont'd

Learning Activities
and/or
Teaching Strategies - The child will look at a group of cards containing letters and locate and name the card showing 'A'.

2. The teacher will hold up a card showing "B". The child will name it.

Level - K, 1, 2 27

Skill - Listening to and identifying initial consonants.

Behavioral Objective - Given a word the pupil will correctly name or list three other words that begin with the same initial consonant sound.

Learning Activities
and/or
Teaching Strategies - 1. The teacher will say, "ball." The pupil will then name or list pupils' name which begin with the same sound as "ball."

ball - Betty, Bob, Bill

2. The same exercise, this time naming objects in the room.

Level - 1, 2 28

Skill - Listening to and identifying final consonants.

Behavioral Objective - Given a word the pupil will correctly name or list three other words that end with the same final consonant sound.

Learning Activities
and/or
Teaching Strategies - 1. The teacher will say "cat." The pupil will then name or list three objects in the room that end with the same sound as cat.

cat - light - coat - boat

28
Cont'd

Learning Activities
and/or
Teaching Strategies
(Cont'd) - 2. Read a story to the class. Have them find words that are in the story which end with a given sound.

Level - 1, 2 29

Skill - Listening to and identifying medial consonants.

Behavioral Objective - Given a word the pupil will correctly name or list one other word that contains the same medial consonant sound.

Learning Activities
and/or
Teaching Strategies - The teacher will put four consonants on the board. Then she will say a word containing one of the consonants in a medial position. The child will locate the correct consonant and then name or write one other word containing that medial consonant.

Put on board: d k s b

Say, "taking." Child will locate "k" on board and then give another word with "k" in its medial position.
e.g. thankful

Level - 1, 2 30

Skill - Listening for and identifying initial medial and final consonant blends.

Behavioral Objectives - Given orally a list of words having a consonant blend in the initial or final position, the child will locate and name the blend.

Learning Activities
and/or
Teaching Strategies - The teacher will say a word from a list of words containing consonant blends in initial, medial and final positions. The child will name the blend and its position.
(dress - dr - initial)
(west - st - final)
(faster - st - medial)

Level - 1, 2 31

Skill - Identifying the placement of a given blend in a word.

Behavioral Objective - Given a blend and a word containing that blend, the child will repeat the blend orally and give its position in the word.

Learning Activities
and/or
Teaching Strategies - The teacher will say a blend, such as "bl", then say the word black." The child will repeat the sound of "bl" and then indicate its position in the word. (initial, medial, final)

Level - 1, 2 32

Skill - Identifying consonant digraphs.

Behavioral Objective - Given a consonant digraph, and a word containing that digraph, the child will repeat the digraph orally and give its position in the word.

Learning Activities
and/or
Teaching Strategies - 1. The teacher will say a digraph such as "th" and then give a word containing that digraph such as "this". The child will repeat the sound of the digraph and indicate its position in the word. (initial, medial, final)

2. Give a list of words and have the child indicate which digraph is heard in each:

pinch	that	quack
shoe	what	wrap
locket	bushel	

Level - 1, 2 33

Skill - Recognizing and discriminating the sounds of the long and short vowels in the initial, medial, and final positions.

Behavioral Objective - The child will locate and distinguish between long and short vowels in words the teacher gives orally.

Learning Activities
and/or
Teaching Strategies - The teacher will say a word. The child listens and indicates the vowel sound and its position.

man - short a - medial
boat - long o - medial

Level - 1, 2 34

Skill - Identifying diphthongs

Behavioral Objective - Given a group of words orally, one of which contains a vowel diphthong, the student will identify the word.

Learning Activities
and/or
Teaching Strategies - The teacher will say, listen to the word which contains the diphthong ou:

1. boat
2. out
3. cute
4. stop

Level - K, 1, 2 35

Skill - Identifying the number of syllables in a word.

Behavioral Objective - Given a set of one or two syllable words orally, the child will indicate syllables by clapping his hands for each syllable.

Learning Activities
and/or
Teaching Strategies - (a) At Kindergarten level - The teacher will say a child's name and clap out the rhythmic pattern of the name - one clap per syllable.

Hol/ly
clap clap
John
clap

The child will repeat the name while clapping the rhythm.

(b) The teacher will say a group of words, one at a time, and the child will repeat the word slowly, clapping out each syllable.

um	/brel	/la
clap	clap	clap

Level - 1, 2 36

Skill - Discriminating between complete and incomplete sentences.

Behavioral Objective - Given a group of words the child will state orally whether they form a complete or incomplete sentence.

Learning Activities and/or Teaching Strategies - The teacher will say a group of words. The child will listen and decide whether or not it is a complete sentence. He then must complete the incomplete sentence.
eg. a fat dog - incomplete
The boy can run. - complete

Level 1, 2 37

Skill - Onomatopoeia (ability to recognize)

Behavioral Objective - Given the name of an object that makes a sound, the child will imitate or describe that sound.

Learning Activities and/or Teaching Strategies - Ask:

1. What sound does a boat make? - put-put
2. What sound does the phone make? - ring-ring
3. What sound does money make? - jingle-jingle
4. What sound does the wind make? - whoo-oo

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Contact the reading supervisor for samples of hearing capacity tests.

INDEX OF SKILLS

THIS SKILL LIST CAN BE USED BY THE TEACHER FOR SELF-EVALUATION OR PUPIL EVALUATION OF MATERIAL TAUGHT.

Gross Sounds:

_____1. Identifying Sounds

_____2. Duplicating Sounds

_____3. Classifying Sounds

_____4. Reproducing Words

_____5. Interpreting musical moods

Following Commands:

_____6. Single Action

_____7. Series of Commands

_____8. Responding to teacher purpose setting

_____9. Selecting picture from verbal clue

_____10. Discrimination between "make-believe" and real

_____11. Distinguishing between meaningful and nonsense questions.

_____12. Arranging pictures in sequence after a story clue.

Rhyming:

_____13. Identifying in Nursery Rhymes

_____14. Identifying from picture clues

_____15. Identifying in a series of words

_____16. Providing a rhyming word

_____17. Providing a rhyming word to complete a couplet

_____18. Perceiving relationships of words

_____19. Recognizing opposites

INDEX OF SKILLS

THIS SKILL LIST CAN BE USED BY THE TEACHER FOR SELF-EVALUATION OR PUPIL EVALUATION OF MATERIAL TAUGHT.

Listening Comprehension:

_____20. Recalling details in a story

_____21. Finding the main idea

_____22. Interpreting feeling and mood

_____23. Predicting outcome

_____24. Using facts to support an opinion

_____25. Purpose setting by the child

_____26. Learning and recognizing the name of the letters of the alphabet

Auditory Response:

_____27. Able to identify initial consonant sounds

_____28. Able to identify final consonant sounds

_____29. Able to identify medial consonant sounds

_____30. Able to identify initial, medial, and final consonant blend sounds

_____31. Identify placement of a given blend in word

_____32. Identify digraph sounds

_____33. Identify long vowel sounds in all positions

_____34. Identify diphthong sounds

_____35. Identify the number of syllables in a word

_____36. Discriminating between complete and incomplete sentences

_____37. Onomatopoeia

SPEAKING SKILLS
1-2

SPEAKING SKILLS

Introduction

After listening, speaking is the next skill to be developed in the hierarchy of human development. The infant starts by babbling and imitating the more mature, and progresses in the improvement of oral communication. Thus, it is only consistent to development to assume that the listening vocabulary would be the largest of all vocabularies, with the speaking vocabulary ranking the second place. It is the basic vocabulary for understanding and the background for the dissemination of life's experiences.

To take a backward glance thru history one sees that the development of new vocabulary has taken place mostly in the last thirty years or so. As the result, words of constant use are actually composed of initials of long titles, or the end result of creative thinking. Children need to be inspired to be more creative in word selection when speaking as well as writing.

Speaking plays such importance in the development of reading skills that the two can be for all practical purposes equated, especially if the "Language Experience Story Approach" is used in the early stages of reading, or in a remedial situation.

This guide is an attempt to list the speaking skills in order of development and to show its relationship to the other language arts area. Therefore, it behooves the teacher to pre-assess the speaking

habits of each student thru an informal speaking situation, and take notice of those children having speech difficulties. Those having severe problems should be immediately referred to the speech therapist.

Upon completion of the pre-assessment, a planned program should be devised to facilitate the proper speech habits. By using this guide to enhance the teaching and evaluation of the skill, and with sequential and repetitive enforcement, each student should make adequate individual progress. The end result should be, a pupil is capable of speaking well in most informal situations using his speaking-thinking skills in a creative and interesting manner.

MATERIALS

1. Library books (available in room or library)
2. Collection of pictures (animals, transportation, food, people)
3. Chart paper (Experience Charts)
4. Poems and Nursery Rhymes
5. Play telephone
6. Play store (made from boxes)
7. Empty boxes for use in store
8. Resource materials for Field Trips (Post Office, Police, Store, Farm, Fire Station, Zoo)
9. Tape Recorder
10. Puppets - Puppet Playmates - Instructo, Animal Face Puppets - Instructo
11. Finger Plays - Finger Play Poems and Stories by Helen Jill Fletcher
12. We Dress for the Weather - Instructo
13. Flannel Board - Classification - Instructo
14. Picture Sequence Cards - Milton Bradley
15. Story Cards Tell What Part is Missing - Milton Bradley
16. Animals and Their Young Poster Cards - Milton Bradley
17. Match the Sounds Puzzles - Instructo
18. Talk - N - Picture Stage - Milton Bradley
19. Weather Station - Milton Bradley
20. Day by Day Calendar - Milton Bradley

SPEAKING

Level - K, 1, 2 1

Skill - Speaking clearly and audibly in complete sentences.

Behavioral Objective - The child will be able to describe a "Show and Tell" object or incident in complete sentences so others will understand what he is describing.

Learning Activities and/or Teaching Strategies - Each child will bring an object to describe or tell about an incident, enunciating clearly and expressing ideas in complete sentences.

Level - K, 1 2

Skill - Interpreting and orally describing a picture.

Behavioral Objective - Given a picture depicting an activity the pupil will orally state what is illustrated by naming its content and describing its activity.

Learning Activities and/or Teaching Strategies - The teacher will show a picture to the child. The child will orally describe the contents of the picture, using as complete and descriptive sentences as possible.

Level - K, 1, 2 3

Skill - Making oral inferences

Behavioral Objective - Given a picture a pupil will state what happened before and what will happen next.

Learning Activities and/or Teaching Strategies - The teacher will show a picture to the child. The child will then describe orally what he thinks happened before and after the action shown in the picture.

Picture-Child carrying a bag of groceries.

Level K, 1, 2 4

Skill - Increasing memory span through oral expression.

Behavioral Objective - Given a poem orally the child will commit it to memory and recite it without assistance.

Learning Activities and/or Teaching Strategies - The teacher will read or recite a poem or nursery rhyme to the child. After hearing the poem or rhyme several times, the child will recite it orally with no assistance.

1. Poem - Down, Down, Down (Scott-Foresman)

2. Finger plays - Finger Play Poems and Stories-Helen Jill Fletcher

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Level - K, 1, 2 5

Skill - Ability to give directions to a group in clear and concise manner.

Behavioral Objective - The child will be able to describe accurately the location of an object in the room or a special room in the school (such as gym) so that others can locate it.

Learning Activities and/or Teaching Strategies - 1. Play game - "I Am Thinking of Something"

2. Explain where Nurse, Art Room, Gym, Library, Office, etc. are located.

Level - K, 1, 2 6

Skill - Ability to participate in class discussion

Behavioral Objective - The child will demonstrate ability to express his thoughts orally by contributing pertinent information to class discussion.

Learning Activities and/or Teaching Strategies - 1. Discuss Holidays, Current Events, Events in History, Health, Science, Field Trips, etc.

Level - K, 1, 2 7

Skill - Ability to dramatize a story in an oral presentation.

Behavioral Objective - After hearing or reading a story the child will be able to make a simple improvisation of the story with dialogue.

Learning Activities and/or Teaching Strategies -

1. The teacher will read a story (preferably familiar) to the child. The child will then dramatize it with his own dialogue. Example: Little Red Riding Hood.

2. The child will read his own story.

Level - 1, 2 8

Skill - Ability to use correct speech patterns.

Behavioral Objective - The child will demonstrate his ability to use correct speech patterns by using them in formal and informal conversations.

Learning Activities and/or Teaching Strategies -

1. Play game - "May I"
2. Demonstrate correct manner to answer telephone.
3. Teach - Thank you, Please, Mrs._____.
4. Play store - Good manners

Level - K, 1, 2 9

Skill - Using context clues in word selection.

Behavioral Objective - After either observing a picture or hearing a story read, the child will complete an incomplete sentence with an appropriate word.

Learning Activities and/or Teaching Strategies -

1. Show a picture of an object such as a car. Supply the following sentences:
   a. This car is red.
   b. This car has lights.
   c. This car goes fast.

2. Read a story and pause occasionally to permit child to supply a word to complete a sentence.

Level - K, 1, 2 10

Skill - Ability to express ideas in an orderly sequence to be used on an Experience Chart.

Behavioral Objective - The child will furnish sentences in a sequential order pertaining to a particular subject or idea supplied by the teacher or group.

Learning Activities
and/or
Teaching Strategies - 1. Plan a trip. Develop an Experience Chart of what to look for on the trip.

2. Show a picture. Have the child make up a story.

Level - 1, 2 11

Skill - Ability to substitute a synonym for the action word in a sentence.

Behavioral Objective - Given a sentence, the pupil will restate the sentence substituting a synonym for the action word.

Learning Activities
and/or
Teaching Strategies - The teacher will supply a simple sentence such as:

"Tom can laugh" giggle, howl, chuckle, roar

Level - K, 1, 2 12

Skill - Using descriptive words in sentences to make them more interesting.

Behavioral Objective - Given a sentence lacking descriptive words, the pupil will restate it using descriptive words.

Learning Activities
and/or
Teaching Strategies - The teacher will supply a simple sentence such as:
"I see an apple."
Each child will restate the sentence adding one descriptive word:
"I see a red apple." "I see a shiny, red apple."

Level - 1, 2 13

Skill - To read with proper expression using the punctuation as a guide.

Behavioral Objective - Given a passage to read aloud, the pupil will observe punctuation marks and vary his voice accordingly.

Learning Activities and/or Teaching Strategies - The child will read selections orally from the basal series or a supplementary book.

Level - 1, 2 14

Skill - Self-evaluation of oral reading.

Behavioral Objective - The child will read a selection from a story into a tape recorder and evaluate his own reading by listening to the tape and making oral criticisms concerning tone, volume, expression, and reflection.

Learning Activities and/or Teaching Strategies - Provide each child with a story and permit him to read orally into a tape recorder. Replay and permit child to evaluate his own reading.

Level - 2 15

Skill - Ability to read independently and orally report the story read.

Behavioral Objective - Given a story the child will read silently and then report the story orally to the class, including title and author.

Learning Activities and/or Teaching Strategies - The child will choose a book from the library shelf to be read at his leisure. Later he will report orally on his book to the class.

BIBLIOGRAPHY

1

Anderson, Virgil A., Improving the Child's Speech
Oxford University Press, Inc. (1955)

2

Jones, Ruth E., For Speech Sake
Fearon Publishers, San Francisco (1958)

INDEX OF SKILLS

THIS SKILL LIST CAN BE USED BY THE TEACHER FOR SELF-EVALUATION OR PUPIL EVALUATION OF MATERIAL TAUGHT.

_____1. Speaking clearly and audibly in complete sentences.

_____2. Interpreting and orally describing a picture.

_____3. Making oral inferences

_____4. Increasing memory span-Poetry

_____5. Ability to give directions to a group in clear and concise manner.

_____6. Ability to participate in classroom discussion

_____7. Ability to present an oral dramatization

_____8. Ability to use correct speech patterns

_____9. Ability to use context clues in word selection after either observing a picture or hearing a story read.

_____10. Ability to express ideas in sequence for an experience chart

_____11. Ability to substitute a synonym for an action word

_____12. Using descriptive words

_____13. Reading with proper expression using punctuation for a guide

_____14. Self-evaluation of oral reading

_____15. Ability to give an oral book report

READING SKILLS
1-2

READING SKILLS

Introduction

Reading has been the pinnacle of all the Language Arts and for years has been stressed, observed, analyzed, and criticized by everyone. It is a skill or process to be learned not a subject matter course. It has been recognized as the road to an education and if Johnny couldn't read - what did Johnny do?

This guide has been developed to assist you in structuring a developmental reading program for each pupil. A developmental reader is "characterized by ability to pronounce at least 95% of the running words, freedom from symptoms of frustration, a high degree of comprehension, rhythm, accurate interpretation of punctuation, facility in use of word-perception skills, and other types of reading skills." Also, there are other times in which a pupil will need reinforcement, repetitive, and sequential development so back up to lower level skill. Always proceed from the Known to the Unknown.

Do not negate the corrective or remedial student but get immediate aid by recommending him to the reading clinician. The reading clinician will advise and assist you in planning a program for such a student.

One of the greatest problems facing a classroom teacher is grouping. It is a must to pre-assess (pre-test) each student to ascertain the various levels of readability in a classroom. The various levels are:

	Word Recognition % of running words	% of Comprehension
Independent	100	90
Instruction	95	75
Frustration	90	75

The students are to be taught at the instructional level, while the student will be reading library books at the independent level. Any student being taught at the frustrational level will not respond the expected way.

Pre-testing is an absolute necessity to the understanding of the deficiencies of skills and to ascertain the student's instructional reading level. Several suggested tests to administer in order to determine the levels are:

(1) San Diego Word Recognition Test - graded word list administered in a timed and untimed situation. Approximately 15 to 20 minutes of administration time.

(2) Informal Reading Inventory (I.R.I.) graded word list and reading passages; recording of oral reading errors, comprehension check; indicates hearing capacity as well as independent, instructional and frustrational levels, as well as deficiencies in the word attack and comprehension areas.

If you need a copy of these, contact the curriculum office.

Note: Some training is necessary to administer the I.R.I.

Note: If you use a Standardized Achievement Test score for any reason, be aware that it is a frustrational score not an indicator of the instructional level.

Once the pre-testing has been evaluated, then the teacher can proceed to group the pupils who have the same instructional level.

This group should be small enough to handle and yet large enough for good group interaction. Every action, written and oral work, workbook pages, etc. are to be continually evaluated. The teacher has the role of a guide and/or diagnostician.

A directed reading-thinking activity (D.R.T.A.) is essential for the orderly development of the reading and thinking skills. A directed reading activity consists of the student setting the purposes, reading to answer his purposes, and, if necessary, some reinforcement activity and/or the building of phonic generalizations and/or structural analyses skills. Remember, the teacher's activity consists of guiding through astute questioning and that the level of thinking will not be at a higher level than the level of the questioning. Articles on this procedure and levels of thinking are available from the reading supervisor. Also read Dr. Russell Stauffer's Language Arts Approach to the Teaching of Reading for more concise procedural information on the D.R.T.A.

It is pertinent that each child progresses through the hierarchy of skills regardless of the grade level designation. The teacher must know the skill areas below and above the grade level being taught in order to adequately guide each student in all areas of reading. This includes the critical reading and thinking skills at all levels. As the student progresses from a dependent reader to an independent reader it is essential that he be supported in his daily efforts. The teacher must lend the helping hand whenever necessary to the student where reinforcement is essential and periodically check on the permanency of the skill. All material is to be taught at the instructional level of the student, not the grade level.

Last but not least, it is important that the students have time to read for enjoyment, so have plenty of books available. Let them get the habit! It is equally important that the teacher reads orally or tell stories to the pupils, so they have a proper model of reading patterns, intonation, displaying of emotions, etc. Don't neglect this!

Reading is one of the most important skills to be obtained by the pupil. It is crucial that every student in the Conrad District "learns to read, and reads to learn."

MATERIALS

1. Charts - Ideal - Reading Readiness or Individual child-made
   - Consonants
   - Vowels
   - Syllables
   - Blends
   - Vowel and consonant key
   - Word charts
   - Dictionary
2. Boxes of various sizes to hold color objects, cards, etc.
3. Flannel Board (flannel scraps)
4. Peg board - Ideal - Vowel, Consonants, Blends, Digraph, Rhymes
5. Flash cards - vocabulary words, alphabet, colors, numerals, pictures
6. Nursery rhymes, poems (library)
7. Short stories for teacher to read to class
8. Crayons
9. Chart paper
10. Matching games for opposite, synonyms, compound words, classification
11. Reading vocabulary Bingo (Ideal)
12. Objects that rhyme - Ideal Co.
13. Word builders
14. Link-Letters - Milton Bradley
15. Sentence Builders - Milton Bradley
16. Basal Series
17. Crossword puzzles - Ideal Co. or Dolch - My Puzzle Book 1 and 11
18. Everybody show envelopes for vowels and consonants - Teacher made
19. Weekly Reader, Scholastic Magazine
20. Film Strips - Scott-Foresman
21. Ditto Masters - Continental, Hayes, teacher made
22. Shapes - Herder and Herder - plastic manipulative devices
23. The End in "e" Game - Kenworthy Company

Materials - Reading (cont'd)

24. Word Prefix Cards, Word Suffix Cards - Kenworthy Co.

25. Lotto games - ABC, Zoo, Farm, What's Missing, Go Together, Object, World About Us, House, Vowel Consonant

26. Antonym Poster Cards - Milton Bradley

27. Homonym Poster Cards - Milton Bradley

28. Snynonym Poster Cards - Milton Bradley

29. Magic Cards - Ideal - Classification, opposites, sequence, vowel, consonants, blends.

30. Know "N" Show Alphabet - Instructo

31. Flannel Board Phonics Sets - Initial Consonant Substitution
Final Consonant Substitution
Long and short vowels.

32. Discovering Opposites - Ideal

33. Beaded Alphabet Cards

34. Alphabet Puzzle Cards - Childcraft

35. Ends 'n Blends - Childcraft

36. Alphabet Jigsaw - Childcraft

37. Phonic Word Blend Flip Cards - Kenworthy

38. Bulletin Board Circus - Vowels

39. Initial and Final Consonant Cassettes - Ideal

40. Reading Transparencies - Ideal

41. Group Word Teaching Game - Dolch - teach 220 sight words

42. Phonetic Word Wheel - Milton Bradley

43. Phonetic Drill Cards - Milton Bradley

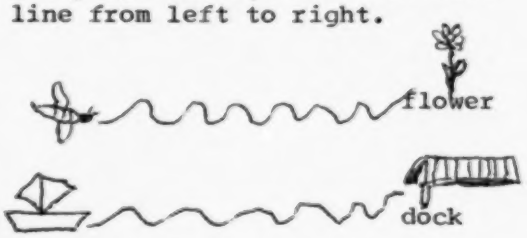
READING

Level - K, 1 1

Skill - Left to right progression

Behavioral Objective - Given a direction to trace a line in a left to right progression, the child will trace the line from left to right.

Learning Activities
and/or
Teaching Strategies - Example:

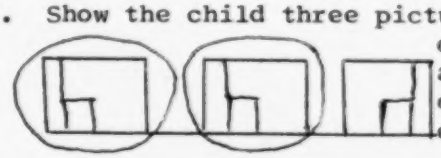


Level - K, 1 2

Skill - Ability to match like pictures or patterns

Behavioral Objective - Given three pictures or patterns, the child will correctly match the first picture with its duplicate.

Learning Activities
and/or
Teaching Strategies - 1. Show the child three pictures. He will circle the first and then find its duplicate and circle it.



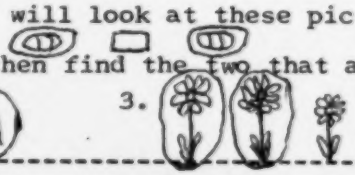
2. Word patterns can be used later.

Level - K, 1 3

Skill - Ability to discriminate among objects, letters and words according to shape, size.

Behavioral Objective - Given three objects or letters, the child will find two that are similar and draw a circle around them.

Learning Activities
and/or
Teaching Strategies - 1. The child will look at these pictures -
Example:
He will then find the two that are alike.



Level - K, 1 4

Skill - Ability to determine what is missing in a given picture.

Behavioral Objective - The child will observe a picture and then state what has been eliminated from the picture.

Learning Activities
and/or
Teaching Strategies - Show two pictures. One picture is to be complete - the other incomplete. The child tells what is missing.

Level - K, 1 5

Skill - Ability to duplicate a pattern.

Behavioral Objective - Given a pattern, the child will duplicate it by completing the necessary lines.

Learning Activities
and/or
Teaching Strategies - 1. The child will look at a pattern - Example:

He then will complete another picture to make it look the same.

2. Give a pattern

Draw one like it

Level - K, 1 6

Skill - Ability to recognize own name when written.

Behavioral Objective - The child will be able to recognize his own name when written in manuscript.

Learning Activities
and/or
Teaching Strategies - Example: The name could be written on the child's desk, book, coat, smock, or on the board, paper, or chart.

Level - K, 1 7

Skill - Ability to arrange letters in proper sequence to form own name.

Behavioral Objective - Given a card with his name printed on it and a set of letters which will form his name, the child will arrange the letters in the proper sequence to form his name.

Learning Activities
and/or
Teaching Strategies - 1. Hand out name cards. John
2. Hand out a set of letters n o h j
3. Child arranges letters to match card. John
J o h n

Level - K, 1 8

Skill - Interpreting and orally describing a picture.

Behavioral Objective - See "Speaking" 2, Page 32

Learning Activities
and/of
Teaching Strategies - See "Speaking" 2

Level - K, 1, 2 9

Skill - Making oral inferences.

Behavioral Objective - See Speaking 3, Page 32

Learning Activities
and/or
Teaching Strategies - See Speaking 3

Level - K, 1, 2 10

Skill - Ability to recognize and differentiate among shapes.

Behavioral Objective - The child will be able to recognize and name the following shapes: square, rectangle, circle, triangle, ellipse, cylinder.

Learning Activities and/or Teaching Strategies -
1. Play game: Find things in room for each of the shapes. Tell shape and why.
   Example: door - rectangle - 2 sides are larger than other 2 sides.
2. Bring in things from home corresponding to each shape - (1 a day).

Level - K, 1 11

Skill - Recognizing Colors.

Behavioral Objective - Given a colored object the child will identify the color by name.

Learning Activities and/or Teaching Strategies -
1. Hold up crayons. Child will find matching colored crayon from his box.
2. Put colored objects on flannel board. Child comes to board and names color.

Level - 1, 2 12

Skill - Matching color with color word.

Behavioral Objective - Given a colored object the child will correctly match it with its color word found on a flash card.

Learning Activities and/or Teaching Strategies -
1. The child can be given a colored block. He then must find the flash card that tells the correct color name of the object he has chosen.
2. Use flannel board. Put a colored item on board. Pass out cards naming color words. Have each child match his word with the correct colored object.

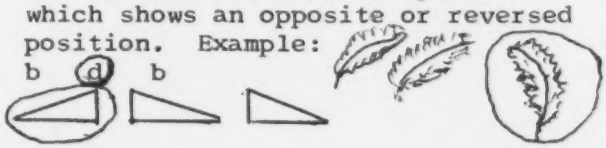
Level - K, 1 13

Skill - Ability to recognize reversals in pictures, letters, or shapes.

Behavioral Objective - Given a series of three or more pictures, letters, or shapes, the child will be able to identify the one that is different and explain why.

Learning Abilities
and/or
Teaching Strategies - 1. The teacher will hand out a "dittoed" sheet showing a series of pictures, letters, or shapes. The child will draw a circle around the picture which shows an opposite or reversed position. Example:

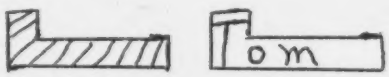
2. b d b

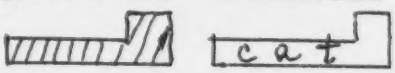
3. 

Level - 1 14

Skill - Ability to discriminate visually configuration of words.

Behavioral Objective - Given a list of words the pupil will select the correct configuration to match the clue word.

Learning Activities
and/or
Teaching Strategies - Example: Tom 

Cat 

Level - K, 1 15

Skill - Ability to match numerals with number names.

Behavioral Objective - Given a printed numeral, the child will correctly state its number name.

Learning Activities
and/or
Teaching Strategies - Example: [2] - The child will say "two"

Level - K, 1, 2 16

Skill - Learning the names of and recognizing the letters of the alphabet and numbers 0 - 10.

Behavioral Objective - See Listening 26, Page 18

Learning Activities
and/or
Teaching Strategies - See Listening 26

Level - K, 1 17

Skill - Writing the letters of the alphabet out of sequence designated by the teacher.

Behavioral Objective - The child will write a specific letter of the alphabet on the teacher's command.

Learning Activities
and/or
Teaching Strategies - Teacher will state - "Write a 'b'."
Child will write on paper or chalkboard - "b".

Level - K, 1 18

Skill - Listening to and identifying rhyming words.

Behavioral Objective - See Listening 13, Page 12

Learning Activities
and/or
Teaching Strategies - See Listening 13

Level - K, 1 19

Skill - Identifying rhyming words in pictures

Behavioral Objective - See Listening 14, Page 12

Learning Activities
and/or
Teaching Strategies - See Listening 14

Level - K, 1, 2 20

Skill - Identifying the rhyming word in a series of words.

Behavioral Objective - See Listening 15, Page 13

Learning Activities
and/or
Teaching Strategies - See Listening 15

Level - K, 1 21

Skill - Ability to provide a rhyming word

Behavioral Objective - See Listening 16 , Page 13

Learning Activities
and/or
Teaching Strategies - See Listening 16

Level - K, 1, 2 22

Skill - Supplying a rhyming word to complete a couplet or rhyme.

Behavioral Objective - See Listening 17, Page 14

Learning Activities
and/or
Teaching Strategies - See Listening 17

Level - K, 1, 2 23

Skill - Ability to express ideas in an orderly sequence to be used on an Experience Chart.

Behavioral Objective - See Speaking 10

Learning Activities
and/or
Teaching Strategies - In addition, an experience chart may be made daily called, "Morning News". As a group the children supply information such as: day, month, year, weather, what they plan to do today, who is absent, how many present.
Example: Good Morning
Today is (Monday)
It is(rainy)
(Billy) is absent
22 boys and girls are here.

Level - K, 1, 2 24

Skill - Ability to handle a book properly (opening, turning pages, handling with clean hands, responsibility for loss, returning to proper place, and defacing.

Behavioral Objective - The child will demonstrate his ability to care for a book by keeping it neat, clean, storing it properly, and turning pages carefully when using the book.

Learning Abilities
and/or
Teaching Strategies - The teacher should demonstrate and discuss these skills and list them on a chart. Review and watch for these skills all year.

Level - K, 1, 2 25

Skill - Listening to and identifying initial consonants.

Behavioral Objective - See Listening 27, Page 19

Learning Activities
and/or
Teaching Strategies - See Listening 27

Level - 1 26

Skill - Ability to identify,name, and write initial consonants.

Behavioral Objective - Given a group of words orally, the child will name and write the initial consonant for each word.

Learning Activities
and/of
Teaching Strategies -
1. Display pictures containing objects with different initial consonant sounds.
2. The child will list on paper the initial consonant for each picture.
3. Give child an oral list of vocabulary words and have him write the initial consonant for each word.

Level - 1, 2 27

Skill - Listening to and identifying final consonants.

Behavioral Objective - See Listening 28, Page 19

Learning Activities
and/or
Teaching Strategies - See Listening 28

Level - 1, 2 28

Skill - Ability to identify, name, and write final consonants.

Behavioral Objective - Given orally a group of familiar words, the child will name and write the final consonant for each word.

Learning Activities
and/or
Teaching Strategies -
1. Place pictures or objects ending with different final consonant sounds around the room. The child will name and list on paper the final consonant for each picture.
2. Give child an oral list of vocabulary words and have him write the final consonant for each word.
Teacher says "doll" - Child writes "l"

Level - 1, 2 29

Skill - Listening to and identifying medial consonants.

Behavioral Objective - See Listening 29, Page 20

Learning Activities
and/or
Teaching Strategies - See Listening 29

Level - 1, 2 30

Skill - Ability to identify, name, and write medial consonants.

Behavioral Objective - Given a group of familiar words orally, the child will name and write the medial consonant for each word.

Learning Activities
and/or
Teaching Strategies -
1. Place pictures or objects, with different medial consonant sounds, around the room. The child will name each medial consonant and write it on a paper.
2. The teacher will say a group of vocabulary words. The child will name and write each medial consonant.
Teacher says "Betty" - Child writes "T"

Level - 1, 2 31

Skill - Listening for and identifying initial and final consonant blends.

Behavioral Objective - See Listening 30, Page 21

Learning Activities
and/or
Teaching Strategies - See Listening 30

Level - 1, 2 32

Skill - Identifying the placement of a given blend in a word.

Behavioral Objective - See Listening 31, Page 21

Learning Activities
and/or
Teaching Strategies - See Listening 31

Level - 1, 2 33

Skill - Identify and write the letters of an initial or final consonant blend in an oral word.

Behavioral Objective - Given orally a word beginning or ending with a consonant blend, the pupil will write that blend.

Learning Activities
and/or
Teaching Strategies - 1. Teacher pronounces word. Child listens for the blend and its location in the word. He then writes it on paper.
Example: black - bl - initial
dust - st - final

Level - 1, 2 34

Skill - Identifying consonant digraphs.

Behavioral Objective - See Listening 32, Page 22

Learning Activities
and/or
Teaching Strategies - See Listening 32

Level - 1, 2 35

Skill - Ability to identify and write the letters of a digraph found in an oral word.

Behavioral Objective - Given orally a word containing a digraph the pupil will write the digraph on paper.

Learning Activities
and/or
Teaching Strategies -

1. Teacher will pronounce a word containing a digraph. The child will find that digraph on a card which has been placed on the chalk tray. (Place cards - each showing one digraph). Example: wheat - find card showing "wh"
2. The teacher will pronounce a word containing a digraph. The child will write that digraph on paper. Example: Teacher says "church" - child writes "ch".

Level - 1, 2 36

Skill - Identifying dipthongs.

Behavioral Objective - See Listening 34 , Page 23

Learning Activities
and/or
Teaching Strategies - See Listening 34

Level - 1, 2 37

Skill - Ability to locate a diphthong in a written word.

Behavioral Objective - Given a group of written words containing diphthongs, the child will circle the diphthongs.

Learning Activities
and/or
Teaching Strategies - The teacher will ditto a paper using examples as:
1. cow 4. bout
2. boy 5. oil
3. coin 6. clown
The child will circle the diphthongs.

Level - 1, 2 38

Skill - Recognizing and discriminating the sounds of the long and short vowels in the initial, medial, and final positions.

Behavioral Objective - Listening 33, Page 22

Learning Activities
and/or
Teaching Strategies - See Listening 33

Level - 1, 2 39

Skill - Ability to recognize the vowels in a written word.

Behavioral Objective - Given a written sentence, the child will indicate his ability to recognize the vowels by underlining the vowels in each word.

Learning Activities
and/or
Teaching Stategies - Example:
1. The man can run.
2. Go up the tree.
3. Tom is big.

Level - 1, 2 40

Skill - Ability to use the "short vowel rule" in recognizing the sound of a short vowel in a written word.

Behavioral Objective - Given a list of words containing vowels the child will indicate which words contain a short vowel by applying the rule - "One vowel in a word is usually short," and then underlining the words that apply.

Learning Activities
and/or
Teaching Strategies - Example: boat map sit book
Hat ride rug desk

Level - 1, 2 41

Skill - Ability to use the "long vowel rule" in recognizing the sound of a long vowel in a written word.

Behavioral Objective - Given a list of words containing vowels, the child will indicate which words contain a long vowel by applying the rule, "For a short word with two or more vowels, the first vowel is long and the second is silent," and then underlining the words that apply.

Learning Activities
and/or
Teaching Strategies - Example: snap it bike cat
toad late mule seed

Note: See next page for Word Analysis.

Level - 1, 2 42

Skill - Ability to use the rule "When a vowel comes at the end of a short word, and is the only vowel in the word, the vowel is usually long," when sounding out a written word.

Behavioral Objective - Given a list of words containing vowels, the child will indicate which words contain a long vowel at the end of the word, that vowel being the only vowel in the word, and then underline the words that apply.

Learning Activities
and/or
Teaching Strategies - Example: my bed he girl
poke so read try

VI. Word Analysis

A. Phonics

1. Initial consonant sounds:

b _____	h_____	p_____	v_____
c _____	j_____	q_____	w_____
d _____	k_____	r_____	x_____
f _____	l_____	s_____	y_____
g_____	m_____	t_____	z_____
	n_____		

2. Final consonant sounds:

d_____	m_____	p_____	t_____
k_____	n_____	r_____	s_____

3. Consonant blends:

bl_____	br_____	gr_____	dw_____
fl_____	dr_____	tr_____	scr_____
pl_____	fr_____	st_____	sk_____
cl_____	sm_____	thr_____	sp_____
gl_____	sn_____	sch_____	tch_____
sl_____	sw_____	spl_____	
cr_____	tw_____	str_____	
pr_____	chr_____	squ_____	
sc_____			

4. Consonant digraphs:

wh_____	th_____	ng_____	qu_____
ch_____	sh_____	ph_____	wr_____
ck_____	kn_____	qu_____	gn_____

5. Varient sounds of:

c_____ g_____ s_____

6. Silent letters in kn & gh_____

B. Vowels

1. Names of vowels _____
2. Sounds of short regular vowels_____
3. Sounds of long regular vowels _____
4. Rhyming endings _____
5. Silent vowels _____

C. Diphthongs

oi_____	ou_____
oy_____	ow_____

Level - 1, 2 43

Skill - Ability towrite plural forms

Behavioral Objective - Given a list of singular nouns of unchangeable form, the pupil will write the plural form.

Learning Activities
and/or
Teaching Strategies - Write the plural of these nouns:

1. ball (s)	4. boat (s)
2. chain (s)	5. apple (s)
3. toy (s)	6. airplane (s)

Level - 1, 2 44

Skill - Ability to form plurals when a word ends in a "y" and is preceded by one consonant.

Behavioral Objective - Given a singular noun ending in "y" the pupil will write its plural.

Learning Activities
and/or
Teaching Strategies - Teacher should develop the rule, "When a word ends in "y" and is preceded by one consonant, the "y" changes to "i" before adding "es". Write the plural of these nouns:

A - 1. baby - babies
2. pony - ponies
3. duty - duties
4. lady - ladies

B. Insert the correct word -

1. Six_____ buzzed around (fly, flies)
2. One_____baked a cake. (lady, ladies)

Level - 1, 2 45

Skill - Recognition and ability to use "s" rules when analyzing words.

Behavioral Objective - Given a word containing an "s" the child will apply the correct "s" rule and analyze the word orally.

1. "s" usually has the sound of "s" at the beginning of the word.
2. "s" usually has the sound of "z" after a vowel sound or a voiced consonant sound.
3. "s" usually has the sound of "sh" or "zh" when it immediately preceeds "ure".

Learning Activities and/or Teaching Strategies - This may be developed as a group lesson orally with work placed on board.

"s" - see, said "sh" - sure, insure

"z" - his, runs "zh" - treasure, pleasure, measure

Example: Class may make a "Key Chart" adding words which apply to each of the "s" rules.

Level - 1, 2 46

Skill - Recognition and ability to use the rule, "When "a" comes before "ll" or "lk" it has the sound of "o" like the word saw" when analyzing words.

Behavioral Objective - Given a word containing "a" before "ll" or "lk" the child will be able to apply the rule and analyze the word orally.

Learning Activities and/or Teaching Strategies - List words on the board containing "a" before "ll" or "lk". The child will draw a ring around the group ((all)) or ((alk)), state the rule, and pronounce the word -

Example:

walk	tall
talk	hall
stalk	ball

Level - 1, 2 47

Skill - Recognition and ability to use the spelling sounds for "ea" when analyzing words.

Behavioral Objective - Given a word containing "ea" the child will be able to analyze the word by giving one of the three sounds of "ea" as in eat, head, or steak, and then pronounce the word correctly.

Learning Activities and/or Teaching Strategies - Put a group of words on the board containing "ea" words. The child will circle "ea", give its correct sound, and pronounce the word.

"ea"	"ea"	"ea"
head	eat	steak
bread	meat	break
spread	dream	great

Level - 1, 2 48

Skill - Recognition and ability to use the spellings of "oo" and "oo" when analyzing words.

Behavioral Objective - Given a word containing "oo", the child will be able to differentiate between the sounds of "oo" as in zoo, and "oo" as in book, and then analyze and pronounce the word correctly.

Learning Activities and/or Teaching Strategies - Put a group of words on the board containing "oo" words. The child will circle "oo", give its correct sound and pronounce the word. Example: book look zoo moo

---

Level - 1, 2 49

Skill - Recognition and ability to use the spellings of "er", "ir", and "ur" when analyzing words.

Behavioral Objective - Given words containing "er", "ir", or "ur" the child will be able to analyze the word by giving the sound of "ur" for each, and then pronounce the word correctly.

Learning Activities and/or Teaching Strategies - Put three lists of words on the board under the headings of "er", "ir", and "ur". The child will circle the letters making the sound of "ur", analyze, and pronounce the words.

er	ir	ur
her	bird	fur
fern	first	purse
clerk	girl	burn

Level - 1, 2 50

Skill - Recognition and ability to use the spelling sounds for "ew" when analyzing words.

Behavioral Objective - Given a word containing "ew", the child will be able to differentiate between the sounds of "ew" as "o͞o" in new, and "ew" as "u" in mew, and then analyze and pronounce the word correctly.

Learning Activities and/or Teaching Strategies - Put a group of words on the board containing "ew" words. The child will circle "ew", give its correct sound, and pronounce the word. Example: new few stew flew

---

Level - 1, 2 51

Skill - Recognition and ability to use the rule for "a" when it follows a "w" and is the only vowel in the word, when analyzing words.

Behavioral Objective - Given a word containing an "a" which follows a "w", the child will be able to analyze the word by giving the rule, "When 'a' comes after a "w" and is the only vowel in the word, it usually has the sound of "ŏ" or "ă", unless it precedes "ll", "lk", or "r", and then pronounce the word.

Learning Activities
and/or
Teaching Strategies - Put two columns on the board and list words under each. Child will circle "wa" in each word, give its sound, and pronounce the word.

wa = ă	wa = ŏ
wag	wand
	want
	wash

Level - 1, 2 52

Skill - Recognition and ability to use the "aw" and "au" rules in analyzing words.

Behavioral Objective - Given a word containing "aw" or "au" the child will apply the rule, "au" and "aw" usually have the sound of "o" as in the word "saw" and analyze and pronounce the word correctly.

Learning Activities
and/or
Teaching Strategies - List a group of words on the board containing "au" or "aw". The child will circle the "au" or "aw", state the rules, and pronounce the word =

saw	sauce
paw	taught
draw	haul
crawl	Paul

Level - 1, 2 53

Skill - Recognition and ability to use the position of the vowel "o" when it comes before "ld", "mb" when analyzing words.

Behavioral Objective - Given a word containing "o" before "ld" or "mb", the child will be able to analyze the word by giving the "o" sound as in "old", and then pronounce the word correctly.

Learning Activities and/or Teaching Strategies - Put a list of words on the board containing "old" or "omb". The child will circle "old" or "omb", state its sound and pronounce the word.

ōld	ōmb
sold	comb
fold	
mold	
told	

Level - 1, 2 54

Skill - Recognition and ability to use the spelling "ey" when analyzing a word.

Behavioral Objective - Given a word containing "ey", the child will be able to analyze the word by applying one of the two sounds for "ey" such as "ey" says "a" as in "they" or "ey" says "e" as in money, and then pronounce the word correctly.

Learning Activities and/or Teaching Strategies - Put a list of words on the board, each containing "ey", the child will circle "ey", state its sound and pronounce the word.

ey = ā	ey = ē
they	money
grey	honey
prey	monkey

Level - 1, 2 55

Skill - Recognition and ability to use the spelling of "ay" as "a" when analyzing words.

Behavioral Objective - Given a word containing "ay" the child will be able to apply the sound in analyzing the word and then pronounce the word correctly.

Learning Activities
and/or
Teaching Strategies - List words on the board containing the spelling "ay". The child will circle the "ay", give its sound, and then pronounce the word.

play hay lay
stay day gray

Level - 1, 2 56

Skill - Recognition and ability to use the rule for "ge".

Behavioral Objective - Given a word containing "ge" the child will apply the rule "ge" - has the sound of "j" when it's at the end of a word and the vowel preceding it is usually long.

Learning Activities
and/or
Teaching Strategies - List a group of words on the board containing "ge" words. The child will circle "ge" and pronounce the word -

age huge rage
page engage

Level - 1, 2 57

Skill - Recognition and ability to use the rule for "dge" when analyzing a word.

Behavioral Objective - Given a word containing "dge" the child will be able to state the rule "dge" has the sound of "j" when it is at the end of the word and the vowel preceding it is usually short, and then pronounce the word correctly.

Learning Activities
and/or
Teaching Strategies - List a set of words on the board containing "dge". The child will circle "dge", state the rule, and pronounce the word -

hedge pledge judge
ledge dodge

Level - 1, 2 58

Skill - Recognition and ability to use the spelling sounds for "ear" when analyzing words.

Behavioral Objective - Given a word containing "ear" the child will be able to analyze the word by giving one of the three sounds of ear= e as in ēar, ār - as in bēar, or ur as in earth, and then pronounce the word correctly.

Learning Activities
and/or
Teaching Strategies - Put three columns on the board headed ēar, ēar, ^ear. Then list words under each heading. The child will circle "ear", state its sound, and pronounce the word.

ēar	ār	^ur
hear	bear	earth
fear	wear	earn
tear	pear	early
year	tear	

Level - 1, 2 59

Skill - Recognition and ability to use the rule for the spelling "igh"

Behavioral Objective - Given a word containing "igh" the child will state the rule "igh" usually has the sound of "i" and will then analyze and pronounce the word correctly.

Learning Activities
and/or
Teaching Strategies - List a group of words on the board containing "igh". The child will circle "igh", state the rule, and pronounce the word -

right	light	high
sigh	might	flight

Level - 1, 2 60

Skill - Recognition and ability to use the consonant "c" when it comes before "e", "i" or "y" and the spelling of "ce" at the end of a word when analyzing a word.

Behavioral Objective - Given a word containing "c" before "e", "i", or "y", the child will be able to analyze the word by stating the rule, when "c" comes before "e", "i", or "y", it sounds like "s" in "sun", and then pronounce the word correctly.

Learning Activities
and/or
Teaching Strategies - Put three headings on the board and list words under each heading. The child will circle "ce", "ci", "cy" -

ce	ci	cy
fence	city	fancy
face	cite	lacy
ice	cider	bicycle

Level - 1, 2 61

Skill - Recognition and ability to use the rule for "i" before "ld", "mb", or "nd" when analyzing a word.

Behavioral Objective - Given a word containing "i" before "ld", "mb", or "nd", the child will be able to analyze the word by giving the "i" sound as in "climb", and then pronounce the word correctly.

Learning Activities and/or Teaching Strategies - Put a list of words on the board, each containing "ild", "imb", "mind". The child will circle "ild", "imb", or "ind", state its sound and pronounce the word -

ild	imb	ind
wild	climb	kind
child		find

Level - 1, 2 62

Skill - Recognition and ability to use the "or" rule.

Behavioral Objective - Given a word containing "or" the child will apply the correct "or" rule and analyze the word orally:

1. "or" usually pronounced "ôr" as in the word "for".
2. When "or" is preceeded by a "w", it sounds like "ûr" as in "work".
3. When "or" is immediately followed by "e" at the end of a word, it sounds like "ōre" as in "store".

Learning Activities and/or Teaching Strategies - List a set of words on the board containing "or". The child will circle the "or" and state the correct "or" rule and pronounce the word correctly -

for	work	more
horn	word	store
fork	world	before

Level - 1, 2 63

Skill - Recognition and ability to use the spellings "tion" and "sion" when analyzing a word.

Behavioral Objective - Given a word containing "tion" or "sion", the child will be able to analyze the word by giving the correct sound of either: "shun" as in action, or "zhun" as in television, and then pronounce the word correctly.

Learning Activities and/or Teaching Strategies - Put three columns on the board. Mark: tion = shun, sion = shun, and sion = zhun. The child will circle "tion" or "sion", give the sound, and pronounce the word -

tion = shun	sion = shun	sion-zhun
action	tension	television
fraction	permission	occasion
nation	possession	division
vacation	discussion	evasion

Level 1, 2 64

Skill - Recognition and ability to use the consonant "t" before "ure" when analyzing words.

Behavioral Objective - Given a word containing "ture", the child will be able to analyze the word by giving the sound of "chūre" and then pronounce the word correctly.

Learning Activities and/or Teaching Strategies - Put words on the board containing "ture". The child will circle the "ture", give its correct sound, and pronounce the word -

picture	pasture	capture
posture	rapture	feature

Level - 1, 2 65

Skill - Recognition and ability to use the spelling "tain" when analyzing a word.

Behavioral Objective - Given a word containing "tain", the child will be able to analyze the word by giving one of the two sounds of "tain" as in captain, or in maintain, and then pronounce the word correctly.

Learning Activities and/or Teaching Strategies - Put two columns on the board. One labeled "tain -- i" and one "tain -- a". List words in each column. Child will circle "tain", give its proper sound, and pronounce the word -

tain - ĭ	tain - ā
mountain	obtain
curtain	contain
fountain	maintain

Level - 1, 2 66

Skill - Recognition and ability to use the spelling "ar" in analyzing a word by using the sound "ar" as in car.

Behavioral Objective - Given a word containing the spelling "ar" the child will be able to analyze the word by giving the "ar" sound as in "car" and then pronouncing the word correctly.

Learning Activities and/or Teaching Strategies - Put words on the board containing "ar". The child will circle the "ar", give its correct sound, and pronounce the word -

car	star
far	barn
bar	farm
jar	dart

Level - 1, 2 67

Skill - Recognition and ability to use the spellings "air" and "are" that say "ār" in analyzing a word.

Behavioral Objective - Given a word containing "air", the child will be able to analyze the word by giving the sound of "ār" as in "fair", and then pronouncing the word correctly.

Learning Activities and/or Teaching Strategies - Put a set of words on the board, each with the "air" spelling. The child will circle "air", state its correct sound, and pronounce the word -

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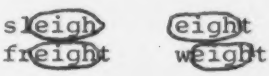
Level - 1, 2 68

Skill - Recognition and ability to use the spelling "eigh" when analyzing a word.

Behavioral Objective - Given a word containing "eigh" the child will be able to analyze the word by giving the "ā" sound and then pronouncing the word correctly.

Learning Activities and/or Teaching Strategies - Put a set of words on the board containing "eigh". The child will circle "eigh", give its "ā" sound and pronounce the word.

eigh = ā



Level - 1, 2 69

Skill - Recognition and ability to use the rule for "o" before two consonants at the end of a "one-syllable word" when analyzing a word.

Behavioral Objective - Given a word containing "o" before two final consonants, the child will give the sound of "o" (as in song) and will then pronounce the word correctly.

Learning Activities and/or Teaching Strategies - List words on the board. Have the child state the rule and pronounce the word -

song moss soft
long frost off
wrong moth

Level - 1, 2 70

Skill - Recognition and ability to use abbreviations of familiar words in reading, writing, and spelling.

Behavioral Objective - Given a word in abbreviated form, the child will recognize it as an abbreviation and state its correct form.

Learning Activities and/or Teaching Strategies -

1. List the following abbreviations on the board. The child will state the correct form for each:

   1. Del. = Delaware
   2. Mr. = Mister
   3. Wilm.= Wilmington
   4. U.S.A.= United States of America

2. List one abbreviation for each of these words:

   1. Avenue = Ave.
   2. Road = Rd.
   3. Street = St.

Level - 1, 2 71

Skill - Ability to recognize possessives

Behavioral Objectives - Given phrases in pairs, one of which shows possession, the child will identify the phrase containing possession.

Learning Activities
and/or
Teaching Strategies - Example 1. a - Tom's dog
b - four Toms

Example 2. a - the red wagons
b - the wagon's wheel

Example 3. a - Mother's cake
b - the Mothers sat

Level - 1, 2 72

Skill - Ability to identify root words

Behavioral Objective - Given a list of familiar root words to which prefixes or suffixes have been added, the child will state and/or underline the root word.

Learning Activities
and/or
Teaching Strategies - Example 1. singing Example 3. jumped
Example 2. around Example 4. boys

Level - 1, 2 73

Skill - Ability to recognize word patterns, such as "ill" and use them in sounding out new words/

Behavioral Objective - Given a group of words containing the same word pattern such as "ill", the child will correctly pronounce the words and underline the word pattern found in each word and then state or write an additional word using the same word pattern.

Learning Activities
and/or
Teaching Strategies - Example:

pill will hill Bill kill

Level - 1, 2 74

Skill - Ability to recognize the parts of a two-part compound word.

Behavioral Objective - Given a list of two-part compound words, the child will be able to divide them into two complete words by drawing a line between the parts.

Learning Activities
and/or
Teaching Strategies - Example:
1. out/side
2. in/to
3. play/ground
4. school/house

Level - K, 1, 2 75

Skill - Identifying the number of syllables in a word.

Behavioral Objective - See "Listening" 35, Page 23

Learning Activities
and/or
Teaching Activities - See "Listening" 35

Level - 1, 2 76

Skill - Ability to divide words into syllables

Behavioral Objectives - Given a written word containing more than one syllable, the child will be able to divide it into syllables by drawing a verticle line between the syllables.

Learning Activities and/or Teaching Strategies - Hand out dittoed sheets of familiar vocabulary words containing more than one syllable. The child will draw a line between the syllables.

Example: lit/tle ap/ple sur/prise

The following rules should be developed and memorized:

1. Every syllable must contain at least one vowel.
2. A long word may be divided between double consonants - bot/tle hap/py pil/low
3. A long word may be divided between a vowel and a consonant - la/dy cab/in du/ty
4. A long word may be divided between two different consonants as long as they do not form a consonant blend or digraph

bun/dle plen/ty splen/did

Level - 1, 2 77

Skill - Ability to recognize prefixes and suffixes

Behavioral Objective - Given a list of words, each of which contains either a prefix or suffix, the child will understand the prefix or suffix in each word.

Learning Activities and/or Teaching Stategies - Example: Give a list of words such as:

reading girls faster enjoy around

walked unkind golden quickly

Level - 1, 2 78

Skill - Recognition and ability to use the suffix "ed" when analyzing a word.

Behavioral Objective - Given a word containing an "ed" suffix, the child will be able to state the correct "ed" sound by applying the rule:

1. "ed" has the sound of "t" after any voiceless consonant except "t".
2. Has the sound of "d" after a voiced consonant except "d", or any vowel sound.
3. Has the sound of "ed" or "id" after "t" or "d", and then pronounce the word orally correctly.

Learning Activities and/or Teaching Activities - Put three columns on the board. List appropriate words under each heading. The child will circle "ed" in each word, state the correct rule, and pronounce the word:

ed = "t"	ed = "d"	ed = "ed" or "id"
helped	stayed	landed
washed	filled	planted
baked	leaned	wanted

Level - 1, 2 79

Skill - Recognition and ability to use the suffix "es" when analyzing a word.

Behavioral Objective - Given a word containing the suffix "es" the child will be able to state the correct "es" sound by applying the rule: "es" has the sound of "s" or "z", or "ez" or "iz" after a hissing sound (s,z,ch,sh, x) and then pronounce the word using the correct sound.

Learning Activities and/or Teaching Strategies - Put three columns on the board. List words under each column with the appropriate "es" sound. The child will circle "es", state the correct sound, and pronounce the word:

es = "s"	es = "z"	es = "ez or iz"
wakes	flies	glasses
cakes	rides	buzzes
pipes	canes	churches

Level - K, 1 80

Skill - Recognition and ability to use the rule for doubling a final consonant when adding a suffix beginning with a vowel to a root word of the syllable which contains one vowel and ends with one consonant.

Behavioral Objective - Given a word of one syllable which contains one vowel and ends with one consonant, the child will double the consonant before adding a suffix which begins with a vowel to form a new word.

Learning Activities and/or Teaching Strategies - Put on the board a list of words of one syllable. The child will add either "ing", "ed", "er", or "y".

run n ing win n er

pat t ed sun n y

Level K, 1 81

Skill - Recognition and ability to use the rule for dropping a silent "e" when adding a suffix which begins with a vowel.

Behavioral Objective - Given a word of one syllable which ends with a silent "e" the child will drop the "e' before adding a suffix which begins with a vowel to form a new word.

Learning Activities and/or Teaching Strategies - Put on the board a list of words of one syllable. The child will add a suffix after dropping the silent "e".

race - racing write - writing

bake - baking hope - hoping

Level - 1, 2 82

Skill - Ability to form contractions

Behavioral Objective - Given a list of expressions, the child will write them as contractions and include their apostrophes.

Learning Activities and/or Teaching Strategies -

A. Write the contractions for each expression:
1. are not - aren't
2. you are - you're
3. it is - it's
4. he is - he's
5. we will - we'll
6. they had - they'd

B. Write a sentence with apostrophes missing. Child will supply apostrophe-
Example: 1. she's going away.
2. I'm in here.

C. List contractions. Class supply the two words used to make the contraction:
1. didn't = did not
2. she'll = she will
3. they're = they are

Level - 1, 2 83

Skill - Ability to use pictures as a clue for identifying new words in a sentence.

Behavioral Objective - Given a sentence with one unknown word, the child will use a picture as a clue for identifying the unknown word and then use the word correctly in the sentence.

Learning Activities and/or Teaching Strategies - Use basal series. Have the child read a sentence containing an unknown word. Then use a picture as a clue for discussing the word.
Example: The dog is _____ (running)

Level - 1, 2 84

Skill - Ability to learn sight words

Behavioral Objective - Given a list of sight words the child will recall them orally when presented with the visual symbol.

Learning Activities
and/or
Teaching Strategies -- Sight words must be presented by the teacher and drilled on until they are remembered -

1. Introduce words in context
2. Make cards for words missed. Child trace and spell.
3. Note word configuration
4. Make charts

Level - 1, 2 85

Skill - Ability to use contextual clues.

Behavioral Objective - Given a written sentence containing one unknown word, the child will skip over the unknown word and read the rest of the sentence for a contextual clue. He then will state the missing word.

Learning Activities
and/or
Teaching Strategies - Use basal series. Have child read a sentence containing an unknown word. Then use the sentence as a clue for discussing the word.

Example: 1. The dog_____ the
(rolled)
ball down the hill

Level - 1, 2 86

Skill - Ability to identify and use synonyms

Behavioral Objective - Given a set of words, containing synonyms, the child will match the synonyms and use them correctly in sentences. (orally and written)

Learning Activities and/or Teaching Strategies - Example:
1. happy - gay
2. fast - swift
3. sleep - nap
4. deep
5. walk

Level - 1, 2 87

Skill - Ability to identify and use antonyms

Behavioral Objective - Given a set of words, each of which has an antonym, the child will identify the antonym and use it, orally and written, in a sentence, correctly.

Learning Activities and/or Teaching Strategies - Example:
1. up - down
2. in - out
3. go - come
4. back - front
5. yes - no
6. man - woman

Level 1, 2 88

Skill - Ability to identify and use homonyms

Behavioral Objective - Given a set of words, each of which has a homonym, the child will identify the homonym and use it correctly (orally and written) in a sentence.

Learning Activities and/or Teaching Strategies - Example:
1. hear - here
2. eight - ate
3. read - red
4. to - too - two
5. four - for
6. there - their

Level - 1, 2 89

Skill - Recognition and ability to use heteronyms

Behavioral Objective - The child will be able to discriminate between heteronyms while reading by using context clues.

Learning Activities and/or Teaching Strategies - Example:

1. read (to read) - read (has read)
2. bow (tie a bow) - bow (will bow or curtsy)
3. lead (you lead, to follow) - lead (metal - lead)

Level - 1, 2 90

Skill - Ability to recognize and use acronyms

Behavioral Objective - Given a word which has an acronym, the child will correctly state the acronym (word formed from the initial letter or letters of each of the successive parts or parts of a compound word).

Learning Activities and/or Teaching Strategies -

1. NASA
2. TV
3. radar
4. UNICEF

Level - 2 91

Skill - Using context to determine meaning of a vocabulary word.

Behavioral Objective - Given a list of words and a sentence missing one word, the student will select the word on the list which best completes the sentence.

Learning Activities and/or Teaching Strategies - The teacher will present the child with sentences and a list of words to complete each sentence. The child will select the most appropriate word for each -

1. Bring me the _____from the shelf.
   a. house b. book c. door

2. It's cold so pull up the_____on the bed.
   a. covers b. mattress c. lamp

3. Scissors are for_____.
   a. stapling b. filing c. cutting

Level - 2 92

Skill - Use of the dictionary

Behavioral Objective - Given a dictionary and a list of words, the student will locate their definition and write a sentence using each word.

Learning Activities and/or Teaching Strategies - Teacher will give the child the following words to locate in the dictionary. She will direct him to write a sentence using each one correctly -

1. beautiful
2. station
3. feather

Level - 1, 2 93

Skill - Ability to use a Table of Contents

Behavioral Objective - Given a book containing a Table of Contents, the pupil will demonstrate familiarity with the types of information it contains by answering questions orally on the content.

Learning Activities
and/or
Teaching Strategies - Using a basal series the child will turn to the Table of Contents. The child will orally answer questions such as:

1. How many units are there in the book?
2. What is the page number for a given story?
3. What is the story found on a given page?
4. Can you find a story that might be about:
   a. a zoo
   b. a broken toy

Level - 1, 2 94

Skill - Finding the main idea

Behavioral Objective - Given a paragraph the student will compose an appropriate title.

Learning Activities
and/or
Teaching Strategies - The child will read a paragraph and write the title -

The Airplane
See the airplane.
The airplane can go fast.
See it go up!

Level - 1, 2 95

Skill - Classifying phrases

Behavioral Objective - Given a dittoed sheet containing the headings - who, what, when, where, why, how, for types of phrases, and also a list of phrases the child will list the phrases under the appropriate columns.

Learning Activities
and/or
Teaching Activities - Teacher will pass out a dittoed sheet with headings at the top, and either list on the board or on a separate sheet to be passed out, the phrases to be classified. Child will list in an appropriate column -

What	Who	When	Where
a boat	Tom	-	in the street
two balls	Mary	-	in my city
			up a tree

Why	How
-	slowly
-	happily

Level - 1, 2 96

Skill - Classifying phrases in a story

Behavioral Objective - Given a dittoed sheet containing the headings for types of phrases i.e., who, what, where, why, how, the child will look through a story and list in columns on his own paper, the phrases which belong under each heading.

Learning Activities
and/or
Teaching Strategies - Teacher will pass out the dittoed sheet with the headings below:

What	Who	When	Where	Why
a dog	Tom	one day	down the road	for fun

How
in a hurry

Child will look for, locate and then write in the appropriate column the phrase or phrases which belong under each heading.

Level - 1, 2 97

Skill - Ability to arrange sentences in sequential order.

Behavioral Objective - Given a series of scrambled sentences, the child will arrange them in sequential order by numbering.

Learning Activities
and/or
Teaching Strategies - Arrange these sentences in sequential order:

Mother gives hats to children. [3]

Tom catches a fish. [4]

Father gets the fishing poles. [2]

Jane dresses to go fishing. [1]

Level - 1, 2 98

Skill - Locating specific information in a group of sentences.

Behavioral Objective - Given a set of sentences to read, the student will identify the sentence which answers the question asked by the teacher.

Learning Activities
and/or
Teaching Strategies - Teacher will give an exercise such as the following on the board or on a dittoed paper; e.g., locate the sentence which tells when Mary had lunch:

1. Yesterday Mary went to the circus.
(2.) She had lunch before she went.
3. She rode the kiddie-car and the merry-go-round.

Level - 1 99

Skill - Selecting correct definitions.

Behavioral Objective - Given a sentence with an underlined word in it and a separate list of words, the student will use the context list which has the same meaning as the underlined word in the sentence.

Learning Activities and/or Teaching Strategies - Teacher will direct the child to choose the word on this list which has the same meaning as the underlined one in the sentence, e.g.,
The boy raced down the street because he was late for school.

1. looked 3. ran
2. walked 4. yelled

Level - 1 100

Skill - Predicting outcomes

Behavioral Objective - Given a story without its ending and three different conclusions, the student will select the conclusion which best predicts the story's ending.

Learning Activities and/or Teaching Strategies - Teacher will direct the children to read a story without an ending and then ask them to select the best ending from three or four possibilities which she has written on the board.

Level - 1, 2 101

Skill - Drawing conclusions

Behavioral Objective - After reading only part of a given story, the child will write one sentence predicting its outcome and/or tell the outcome in one sentence.

Learning Activities and/or Teaching Strategies - Have a child read part of a given story. Then, ask him to write one sentence and/or tell how he thinks it will end in one sentence.

Level - 2 102

Skill - Interpreting story facts to find similarity.

Behavioral Objective - After reading two given short stories, the child will write a sentence which describes one similarity in the stories.

Learning Activities and/or Teaching Strategies - Teacher will ask the child to read the stories "How Many Pennies" and "Mrs. Hardy's Cat" from Enchanted Gates by Albert Hains. The child is then to write a sentence describing one similarity in these stories. Any sentence which includes these similarities is appropriate -

1. Both Andy and Timmy wanted something which was hard to get.
2. Both Andy in "Mrs. Hardy's Cat" and Timmy in "How Many Pennies" tried again until each one got what he wanted.

Level - 1, 2 103

Skill - Recognizing Emotional Attitudes

Behavioral Objective - Given a short story, the student will state how the main character felt at the beginning and at the end of the story.

Learning Activities and/or Teaching Strategies - Teacher will have child read a story in which the main character changes in his feelings during the story. Then she will ask for a word describing how the character felt at the beginning and the end, e.g.,

beginning: afraid, ashamed
end: proud, happy, unafraid

Level - 1, 2 104

Skill - Matching story with appropriate title

Behavioral Objective - Given several paragraphs and a group of titles, the student will read the paragraphs and match each paragraph with its appropriate title.

Learning Activities and/or Teaching Strategies - Teacher will give the child three paragraphs to read and a list of five titles. The child is to match each paragraph to an appropriate title from the list.

Level - 2 105

Skill - Making inferences from story title

Behavioral Objective - Given a story title, the student will state what might logically occur.

Learning Activities and/or Teaching Strategies - Teacher will give the child some story titles and ask him to state the place where each of the stories might happen.

1. "Bill's First Fish" - river, lake, stream, ocean, pet store, aquarium
2. "Kitten's In a Tree" - meadow, back-yard, school-yard, park, farm, field, pasture.
3. "The Prize Bull" - county fair, state fair, bull ring, farm, barn, pasture, field, Mexico or Spain.

Level - 1 106

Skill - Making inferences from facts

Behavioral Objective - Given a short story and a list of "why" questions based on its content, the student will infer and state the answer to each one.

Learning Activities and/or Teaching Strategies - Teacher will direct the child to read the story and then answer the "why" questions below the story. Nowhere in the story will the facts be given which answer the questions.

Level - 2 107

Skill - Implied characterization

Behavioral Objective - Given a list of characters from a specific story, the child will select from a list the characteristics of each as implied by the content of the story.

Learning Activities and/or Teaching Strategies - Teacher will have child read a story such as, The Little Red Hen. Then she will instruct the child to match each character with its trait.

1. cock	a. greedy
2. mouse	b. hard working
3. little red hen	c. cross
4. fox	d. lazy

Answers: 1. c 3. b
2. d 4. a

Level - 2 108

Skill - Interpretation of Sensory Images

Behavioral Objective - Given a passage containing a specific mood and a list of feelings, the student will state the feeling conveyed by the passage.

Learning Activities and/or Teaching Strategies - Teacher will ask child to read the following passages and state the feeling conveyed by each:

1. It was dark and gloomy. The stairs in the haunted house creaked. The wind blew its doors open and shut with a bang. The wind whistled and howled through the trees.
   a. happy b. sad (c) afraid

2. The bright, green woods were filled with summer sunshine. Birds chirped their songs. Butterflies flitted from flower-to-flower. Bunnies romped through the thicket.
   a. sorrowful (b.) cheerful
   c. gloomy

Level - 2 109

Skill - Distinguishing fact from opinion

Behavioral Objective - Given a group of sentences, the student will state which are fact and which are opinion.

Learning Activities and/or Teaching Strategies - Teacher will give sentences similar to the following and ask student to state which are fact and which are opinion.

Fact - 1. Oranges are orange.
Opinion- 2. I don't like milk.
Opinion- 3. It's not cold enough for a coat.
Fact - 4. Our school is far from the park.

Level - 1, 2 110

Skill - Understanding written directions

Behavioral Objective - Given a written direction or a set of directions, the child will read the direction and follow it completely.

Learning Activities and/or Teaching Strategies - Directions can be printed on the board, on individual seat work papers, or on test papers. Teachers can determine by child's actions if he has read the directions and understands them.

Level - 1, 2 111

Skill - Ability to form sentences by putting a given set of words in the correct sequence.

Behavioral Objective - Given a list of scrambled words the child will be able to write these words in a coherent sentence.

Learning Activities and/or Teaching Strategies - Example:
1. run can Tom--Tom can run.
2. the See ball--See the ball.
3. boat is The blue--The boat is blue.

Level 1, 2 112

Skill - Ability to make subject agree with predicate

Behavioral Objective - Given a sentence lacking a predicate, the child will select and circle the correct predicate from a multiple choice answer.

Learning Activities
and/or
Teaching Strategies - Put the following sentences on the board. The child will circle the correct predicate:

1. A boy - (made a noise - make a noise - making a noise)
2. They (is are was) playing.
3. He (is are were) big.
4. We (was am were) running.

Level - 1, 2 113

Skill - Reading without pointing

Behavioral Objective - The student will read without pointing to the words.

Learning Activities
and/or
Teaching Strategies - Teacher will merely watch the child to determine the fulfillment of this objective. Child may use a guide as long as he needs it to focus his attention, but not his finger.

Level - 1, 2 114

Skill - Reading without lip movement

Behavioral Objective - The student will read silently without moving his lips.

Learning Activities
and/or
Teaching Strategies - Teacher should select reading material which is appropriate for the student's ability. Teacher should merely watch each child to determine the fulfillment of this objective.

Level - 1, 2 115

Skill - Oral reading using suitable pitch and volume control

Behavioral Objective - Given a selection to read aloud which is appropriate for his ability, the student will use suitable pitch and volume of voice, enabling all class members to hear adequately.

Learning Activities
and/or
Teaching Strategies - Self-evident. See "Speaking" 1, Page 32

Level - 1, 2 116

Skill - Oral reading using clear enunciation

Behavioral Objective - Given a passage to read aloud, the child will enunciate clearly and distinctly.

Learning Activities
and/or
Teaching Strategies - Passage that teacher has student read should be on his ability level. Teacher observation will determine if he is meeting the objective.

See "Speaking" 1, Page 32

Level - 1, 2 117

Skill - Oral reading in a smooth manner

Behavioral Objective - Given a passage to read aloud, the student will read smoothly, without jerkiness and hesitation.

Learning Activities and/or Teaching Strategies - Teacher will give child a passage appropriate for his ability. Observation by the teacher will determine if objective is met.

See "Speaking" 1, Page 32

Level - 1, 2 118

Skill - To read with proper expression using the punctuation as a guide.

Behavioral Objective - See "Speaking" 13, Page 36

Learning Activities and/or Teaching Strategies - See "Speaking" 13

Level - 1, 2 119

Skill - Oral Reading in complete thought-units

Behavioral Objective - Given a passage to read aloud, the student will complete each thought-unit without pausing.

Learning Activities and/or Teaching Strategies - Teacher must give passage appropriate to the child's ability, i.e.

Level 1 - Tom went to school.
Level 2 - The dog barked loudly/at the cat.
Level 3 - Down the middle of the long road/the jolly peddler marched.

Teacher will observe to see if child does this.

Level - 1, 2 120

Skill - Ability to differentiate between what is being said and who is speaking.

Behavioral Objective - Given a sentence containing a quotation, the child will state first - what exactly is being said, and then who is speaking.

Learning Activities and/or Teaching Strategies - Use the basal series of any reading book. Have the child read the sentence silently and then read only the quote. Next, have him state who is speaking in the sentence.

Level 1, 2 121

Skill - Ability to use a map or globe to locate directions and places.

Behavioral Objective - Given a map or globe the child will locate by pointing North, South, East, and West and designated places such as rivers, oceans, cities, etc.

Learning Activities and/or Teaching Strategies -

1. Use large maps of the United States or the world or a globe and locate places such as the Atlantic Ocean, Delaware, Canada, Mexico, Hawaii, and Alaska:

2. Use small maps of a specific area (such as a farm). Have children locate areas of the farm(barn, house, field).

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INDEX OF SKILLS

THIS SKILL LIST CAN BE USED BY THE TEACHER FOR SELF-EVALUATION OR PUPIL EVALUATION OF MATERIAL TAUGHT.

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_____2. Pictures

_____3. Letters and words

_____4. Locating missing detail

_____5. Duplicate a pattern

_____6. Recognize own name

_____7. Arrange letters to form name

_____8. Describing a picture

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_____22. Providing a rhyming word to complete a couplet or rhyme

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_____24. Ability to handle a book properly

_____25. Listening to and identifying initial consonants

_____26. Ability to identify initial consonants and write them

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WRITING SKILLS
1-2

WRITING SKILLS

Introduction

In this stage of the "child's linguistic development, he acquires facility in the use of visual symbols for communicating with others."[1] He learns to express his thoughts, feelings, and emotions and to exercise some control over the physical act.

In developing writing skills, the child must have as a prerequisite an adequate oral vocabulary in order to progress. Betts says the "speaking vocabulary should be about five thousand words and a reading vocabulary of at least three or four hundred words."[2] A student in the very early stages has considerable insight in using language to inform and influence others.

At the same time, as a pupil progresses from the actual physical act of learning to write to the more advanced stages of informal and creative writing, he becomes more adept in the thinking as well as the other language arts areas. He will face many language problems including sentence structure, paragraphing, grammar, usage, and the biggest problem of all will probably be spelling. The area of spelling will be discussed in the next chapter of this guide.

By listing the criteria that is essential in this sequential language pattern of writing, it will be of value to note that writing cannot be separated or segregated from the rest of the curriculum. It is an integral part in every subject matter area whether taught formally or informally.

In the early stages the formative writing habits are emphasized and as an adjunct, creative writing is to be initiated as soon as possible. In these turbulent days, it is imperative to (1) stimulate creative expression of ideas; (2) develop a sense of personal worth for each child and his contributions; (3) establish rapport among children and teachers so as to encourage freedom of expression; (4) develop the writing skills and vocabulary to facilitate writing as a form of communication. The development of creative writing skills can help the above criteria to be achieved. The ultimate aim is to have each and every student using his creative writing abilities in every curriculum area.

In composition work, emphasize ideas rather than mechanics; communication rather than structure. Marking every error can increase the students' reluctance to write. Look for the positive: the first phrase, the clear cut idea, the significant insight. Point them out and let the students sense their values.

Recognize conscientious effort. Search for something good to say about each composition. Adjust your expectations realistically; demand more from the more able, less from students of limited ability. Build respect and prestige for good writing by regularly exhibiting successful student writing, or by encouraging students to enter writing contests.

MATERIALS

1. Writing books - School's choice - Zaner Bloser, Noble and Noble.
2. Chart paper
3. Books of Poetry
4. Crayons
5. Beginner Pencils
6. Alphabet cards
7. Alphabet charts
8. Books of Riddles
9. Flannel Board Letters - Instructo - capitals, lower case
10. Magnetic Letters - Instructo
11. Alphabet Express - Instructo
12. Alphabet Storyland - Instructo
13. Trace-A-Bit - Zaner Bloser
14. Writing Aid Sequence Aids - Childcraft
15. Dittoes - Hayes, Continental Press, Glen-Sten
16. Word and Phrase Sentence Builder - Kenworthy

WRITING

Level - K, 1, 2 1

Skill - Use of correct position of body, hands. pencil, and paper when writing.

Behavioral Objective - Given a writing exercise, the child will use the correct position of his body, hands, pencil and paper while writing. He will: sit back in his chair, put both feet on the floor, face the desk squarely, rest both forearms on the desk, keep his head erect, keep his wrist free from the desk, allow hand to glide, hold pencil between thumb and first two fingers, hold paper parallel to lower edge of desk, place left hand at the top of the paper, and pull the down strokes of letters toward the center of the body.

Learning Activities
and/or
Teaching Strategies - See: Teacher's Manual-Writing Book

Level - K, 1 2

Skill - Writing the letters of the alphabet.

Behavioral Objective - Following the teacher's example for formation of the letters, the child will write correctly the letters "a" through "z".

Learning Activities
and/or
Teaching Strategies - See the manuscript writing manual:
1. Zaner and Bloser
2. Palmer
3. Noble and Noble
4. Lyons & Carnahan

Level - 1 3

Skill - Ability to trace and duplicate a word.

Behavioral Objective - Given a word, the child will trace it with a pencil and then reproduce it next to the printed word.

Learning Activities and/or Teaching Strategies - _____

_____

_____

Level - 1, 2 4

Skill - Ability to form letters clearly and legibly.

Behavioral Objective - Given words or sentences the child will write them clearly and legibly using correct size, correct proportion, clear margin, and proper spacing according to grade level.

Learning Activities and/or Teaching Strategies - Teacher note: Size and spacing will differ according to maturity and grade level.

_____ _____

Grade 1 _____ _____

_____ _____

_____ _____

Grade 2 _____ _____

Level - K, 1 5

Skill - Writing own name

Behavioral Objective - The child will write his name. Initially, he will write his first name, later he will write his last name.

Learning Activities and/or Teaching Strategies - Teacher will show the child his name written, and the child will name the letters in sequence. He will then write the letters, including the initial capital letter to form his name.

Level - 1, 2 6

Skill - Ability to use correct punctuation and capitalization.

Behavioral Objective - Given a printed story with punctuation and capitalization omitted the pupil will identify and circle words needing capitalization and provide the punctuation needed at the end of each sentence (. ? !).

Learning Activities and/or Teaching Strategies - Hand out "dittoed" stories with punctuation and capitalization omitted. The child will then put in the correct punctuation and circle words needing capitalization. (eg. (b)illy has a new pet(.)

(i)t is a dog(.)

(b)illy named him (l)ucky(.)

Level - 1, 2 7

Skill - Ability to form sentences by putting a given set of words in the correct sequence.

Behavioral Objective - Given a list of scrambled words the child will be able to write these words in a coherent sentence.

Learning Activities
and/or
Teaching Strategies -
1. run can Tom - Tom can run.
2. the See ball - See the ball.
3. boat is The blue - The boat is blue.

Level - 1, 2 8

Skill - Ability to write a simple sentence using only a subject and verb.

Behavioral Objective - Given a subject and verb the child will use these to write a sentence.

Learning Activities
and/or
Teaching Strategies - The teacher will put a list of subjects and a list of verbs on the board. The child will choose a verb and subject and write a sentence.

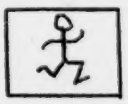
Subjects	Verbs	Ex.
Tom	runs	1. Tom sees
Betty	walks	2. Mother cooks
Susan	plays	
Dick	eats	
Jane	cooks	
Mother	works	
Father	sees	

Level - 1 9

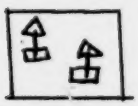
Skill - Ability to use action words in sentences.

Behavioral Objective - Given a picture illustrating an action and a written beginning of a sentence the child will complete the sentence by writing an action word which correctly complete the sentence.

Learning Activities and/or Teaching Strategies - The teacher will display a picture and an incomplete sentence. The child will write a complete sentence by adding an action word.



Tom_____. (runs)



Boats_____. (sail)

Level - 1, 2 10

Skill - Ability to substitute a synonym for the action word.

Behavioral Objective - See Speaking, 11, Page 35
See Reading, 86, 99, Pages 82, 88

Learning Activities and/or Teaching Strategies - See Speaking 11
See Reading, 86, 99

Level - K, 1, 2 11.

Skill - Using descriptive words in sentences to make them more interesting.

Behavioral Objective - See Speaking, 12, Page 35

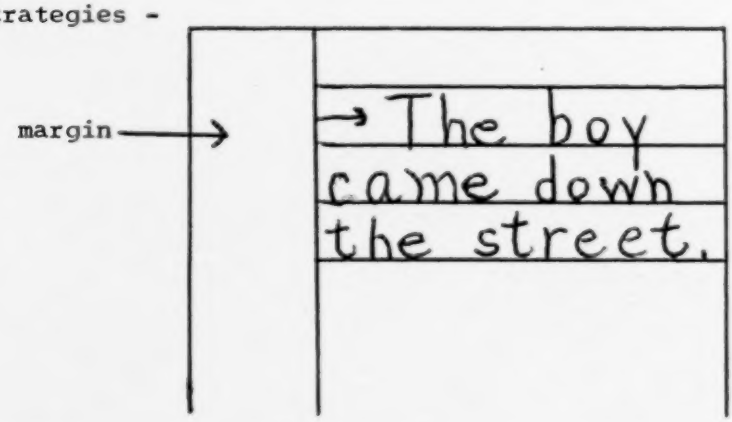
Learning Activities and/or Teaching Strategies - See Speaking, 12

Level - 2 12

Skill - Ability to use proper indentation when writing a paragraph.

Behavioral Objective - In writing a paragraph the child will indent the first word.

Learning Activities
and/or
Teaching Strategies -



Level - 1, 2 13

Skill - Ability to use capital letters when forming titles.

Behavioral Objective - When writing titles, the child will use a capital letter to begin the first word and all important words in the title.

Learning Activities
and/or
Teaching Strategies - On Our Street
The Road to Town
Blowing in the Wind

Level - 1, 2 14

Skill - Ability to express ideas in a group effort to write a story.

Behavioral Objective - See Speaking, 10, Page 35

Learning Activities and/or Teaching Strategies - After a group story has been developed and written on the board or on a chart, the children can copy it independently.

Level - 2 15

Skill - Ability to write a creative story using a picture as a clue.

Behavioral Objective - Given a picture, the child will write a creative story using the picture as a clue.

Learning Activities and/or Teaching Strategies - Have each child draw an original picture and then exchange it with a neighbor. The child is then to write a creative story using the picture he received as a clue.

Level - 1, 2 16

Skill - Ability to create a story using a set of vocabulary words.

Behavioral Objectives - Given a set of vocabulary words, the pupil will use them in writing an original story.

Learning Activities and/or Teaching Strategies - Use the following words in an original story: boat, sail, doll, went, play, big.

See the <u>boat</u>. It is <u>big</u>. I can <u>sail</u> a boat. I took my <u>doll</u> when I <u>went</u> to <u>play</u> with my boat.

Level - 2 17

Skill - Ability to write a paragraph after receiving the topic sentence orally.

Behavioral Objectives - Given a topic sentence, the pupil will write a paragraph of at least five sentences pertaining to the topic sentence and using correct punctuation and capitalization.

Learning Activities
and/or
Teaching Strategies - Write a paragraph of at least five sentences using the following topic sentence - The small puppy was trying to learn to bark

"The small puppy was trying to learn to bark. He was the only puppy who could not make a noise. Each day he would try and try, but no noise would come out. All the other puppies would laugh at him. Still he tried. One day he finally did make a noise."

Level - 2 18

Skill - Writing a conclusion to a story.

Behavioral Objective - See Reading, 101, Page 89

Learning Activities
and/or
Teaching Strategies - 1. Have child write one sentence conclusion.
2. Have child write more than one sentence conclusion.
3. Have child write a concluding paragraph.

Level - 1, 2 19

Skill - Ability to create a "make-believe" story and write it clearly.

Behavioral Objective - The pupil will write a "make-believe" story of at least five sentences, and no more than ten sentences, clearly enough to be read by the other children in his group.

Learning Activities and/or Teaching Strategies - The child will write a fanciful story or fairy-tale. It should contain at least five complete sentences and be clearly written. (After this idea has been developed first by teacher).

Level - 2 20

Skill - Ability to use quotation marks

Behavioral Objective - See Reading 120, Page 97

Learning Activities and/or Teaching Strategies - Put sentences on the board for the class to copy. Each sentence should contain a quotation with the marks missing. The child will copy the sentences and fill in the missing quotation marks.

"Come here," said Billy.
Mother asked, "Who did this?"

Level - 1, 2 21

Skill - Ability to write a "Friendly" letter. Also include the following types: Thank you, Regret, Invitation.

Behavioral Objective - The pupil will write a "Friendly" letter to his parents inviting them to attend a program given by the class. The letter will contain a Greeting, Body, Closing, and Signature.

Learning Activities and/or Teaching Strategies -

1. Letters can be written to parents inviting them to attend a show, meeting, or party.
2. Letters can be written to thank someone for a special service or activity.
3. Letters can be written to a make-believe person apologizing for not being able to attend a party.

Level - 2 22

Skill - Ability to write possessives.

Behavioral Objective - See Reading 71, Page 75

Learning Activities and/or Teaching Strategies - See Reading 71

Level - 2 23

Skill - Ability to form contractions.

Behavioral Objective - See Reading 82, Page 80

Learning Activities and/or Teaching Strategies - See Reading 82

Level - 2 24

Skill - Ability to write descriptive words or phrases to fit a given topic.

Behavioral Objective - Given a topic, such as Christmas, the child will write a list of no less than four descriptive words or phrases which will describe the topic.

Learning Activities and/or Teaching Strategies - Give each child a topic. He will then list as many words or phrases describing his topic as he can. (E.G., Christmas-silver tinsel, rustling paper, secrets, glowing candles, prickly holly, pine fragrance, satin ribbon, holly wreath, happy children)

Level - 2 25

Skill - Ability to use descriptive words or phrases in a sentence.

Behavioral Objective - Given a sentence containing only nouns and verbs, the child will expand the sentence by adding words which tell "when, where, how."

Learning Activities and/or Teaching Strategies - Expand these sentences by using a word that tells when, where or how.
1. Tom rides - Tom rides fast.
2. Mother works - Mother works at home.

Level - 1, 2 26

Skill - Supplying a rhyming word to complete a couplet or rhyme.

Behavioral Objective - See Listening 17, Page 14

Learning Activities
and/or
Teaching Strategies -
1. Teacher will supply the couplet except for the final rhyming word. After the child supplies the rhyming word, he will write both rhyming words.
2. Teacher can also give the child a picture of three objects, two of which rhyme. Child will be asked to write the two which rhyme.

Level - 1, 2 27

Skill - Ability to write an original poem using rhyming words.

Behavioral Objective - The child will write an original poem of no more than four lines using rhyming words.

Learning Activities
and/or
Teaching Strategies - Teacher will first give the child practice in forming rhymes. Then she will ask the child to write a poem of from two to four lines in length using rhyming words at the end of each line.
(e.g., The little red <u>fox</u> jumped in a <u>box.</u>)

Level - 1, 2 28

Skill - Ability to write a riddle and its answer.

Behavioral Objective - The child will write an original riddle of no more than three sentences and an answer.

Learning Activities
and/or
Teaching Strategies - Have each child write an original riddle and its answer. A child will then read his riddle to the class and they will try to supply the answer.

Level - 1, 2 29

Skill - Recognition and ability to use abbreviations of familiar words in writing.

Behavioral Objective - See Reading 70, Page 74

Learning Activities
and/or
Teaching Strategies - See Reading 70

Level - 1, 2 30

Skill - Ability to make subject agree with predicate.

Behavioral Objective - See Reading 112, Page 94

Learning Activities
and/or
Teaching Strategies - See Reading 112

Level - 2 31

Skill - Ability to form complex or compound sentences.

Behavioral Objective - Given two or more sentences, the pupil will combine them into one compound or complex sentence.

Learning Activities
and/or
Teaching Strategies - Combine these 2 sentences into one compound or complex sentence.

A. 1. I came home.
2. I saw Mother.

When I came home, I saw Mother.

B. 1. I came home.
2. I saw Mother.

I came home and I saw Mother.

Level - 1, 2 32

Skill - Proofreading.

Behavioral Objective - After completing any written work, the child will read it and make the necessary corrections on his own paper in spelling, punctuation, capitalization, indentation, repetition, and incomplete sentences.

Learning Activities and/or Teaching Strategies - Teacher may give the child exercises in proofreading by having him correct short paragraphs (which are on his reading and spelling ability level) for mistakes in spelling, punctuation, capitalization, indentation, repetition and complete sentences.

Level - 2 (advanced 2nd grade) 33

Skill - Ability to form and recognize the letters of the alphabet using cursive writing.

Behavioral Objective - Following the teacher's example for formation of letters, the child will correctly write the letters "a" through "z" in cursive.

Learning Activities and/or Teaching Strategies - See: Cursive Writing Manual

1. Zaner-Bloser
2. Palmer
3. Noble & Noble
4. Lyons & Carnahan

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INDEX OF SKILLS

THIS SKILL LIST CAN BE USED BY THE TEACHER FOR SELF-EVALUATION OR PUPIL EVALUATION OF MATERIAL TAUGHT.

_____1. Correct position of:
a. body c. pencil
b. hand d. paper

_____2. and 4. Correct formation of letters of the alphabet

_____3. Ability to trace and duplicate a word.

_____5. Writing own name

_____6. Correct use of punctuation and capitalization in a sentence.

_____7. Forming sentences using word in correct sequence

_____8. Ability to write simple sentences using only a subject and verb

_____9. Ability to use action words in a sentence

_____10. Ability to substitute a synonym for the action word in a sentence

_____11. Use of descriptive words in a sentence

_____12. Use of indentation in paragraph writing

_____13. Use of capital letters in writing titles

Creative Writing

_____14. Expression of ideas in a group effort to write a story.

_____15. Writing a story from a picture clue

_____16. Creating a story from a given set of vocabulary words.

_____17. Writing a paragraph from a given topic sentence

_____18. Writing a story ending

_____19. Creating a "make-believe" story

_____20. Use of quotation marks

_____21. Ability to write a "Friendly" letter

_____22. Ability to write possessives

_____23. Correct formation of contractions

_____24 and 25. Ability to use descriptive phrases

_____26. Ability to write a rhyming word to complete a couplet

_____27. Ability to write an original poem using rhyming words

_____28. Ability to write a riddle and its answer

_____29. Correct use of abbreviations

_____30. Making subject agree with predicate

_____31. Ability to form complex or compound sentences

_____32. Proofreading

_____33. Formation of letters using cursive form

SPELLING SKILLS
1-2

SPELLING SKILLS

Introduction

In the hierarchy of the Language Arts Skill Development spelling is basic because it is dependent upon the others as a base for the proper development. Various studies conducted indicate a positive relationship between all of the Language Arts areas and implies that the teaching of all of these facets should be integrated.

Again, it is a pre-requisite to access the instructional spelling level of each student through pre-testing. Several pre-tests are:

(1) Botel Spelling Inventory
(2) Dolch Word List
(3) Any graded word list

Note: If you are in need of any of the above please contact the reading supervisor.

A rule of the thumb to remember is "the instructional spelling level is generally one level below the instructional reading level."

In the early stages of spelling it is wise to use words that are in the speaking-reading vocabulary. These words are usually phonetically structured and when used as spelling words they make for instant success especially when a phonetic approach has been used in reading. It is necessary to keep in mind that as a student progresses through the grades the difficulty of spelling words correctly increases due (1) inaccurate speaking, (2) inaccurate auditory discrimination, (3) increased sight vocabulary load and (4) increased number of word exceptions to the phonic generalizations.

It is absolutely necessary that each student learns to spell to the best of his ability. Therefore, the steps of learning involve "visual, auditory, and kinesthetic imagery as well as an emphasis on recall." It is necessary for the teacher to develop interest and attitudes toward spelling. Several ways the classroom teacher can aid in the approvement of spelling are:

(1) First, pupils can be led to appreciate the fact that spelling errors made a poor impression.

(2) They should understand that the words in their spelling lessons are those most likely to be needed now and in the future.

(3) The interest of pupils is increased when they learn an efficient method for studying their spelling lessons.

(4) Pupils can be convinced that they can improve their spelling ability. They need definite evidence that they are making progress. A comparison of the scores on the first and final tests in the week will provide this evidence.

(5) When a pupil helps in setting goals, he takes responsibility for reaching them.

(6) Create many opportunities for writing on subjects of interest to the children.

(7) Pupils can be led to take pride in correct spelling in all written work, and to proof-read their writing for errors in spelling.

The habit of spelling correctly is necessary in daily living, so it must be one of those "automatic skills" that accompanies the other areas of Language Arts.

MATERIALS

1. Chart paper
2. Spelling workbooks (Economy Press)
3. Alphabet cards
4. Objects beginning with each consonant sound
5. Spelling-Bingo Game (Ideal Company)
6. Link-Letters (Milton Bradley)
7. Letter Builders (Milton Bradley)
8. Sentence Builders (Milton Bradley)
9. Dictionary
10. Spelling Generalization Charts - Ideal
11. Spill and Spell - Dolch
12. Crosswords for Beginners - Dolch
13. Ditto sheets - Continental Press, Hayes
14. Know - "n" - show Alphabet - Instructo
15. Vowel-links poster cards - Milton Bradley
16. Split Words for Word Building and Spelling - Milton Bradley
17. Spelling Generalization Transparencies - Ideal

Level - K, 1 1

Skill - Spelling own name

Behavioral Objective - See Reading, 7, Page 48

Learning Activities
and/or
Teaching Strategies - See Reading 7

Level - 1 2

Skill - Identifying gross sounds

Behavioral Objective - See Listening 1, Page 6

Learning Activities
and/or
Teaching Strategies - See Listening 1

Level - 1, 2 3

Skill - Recognize rhyming words and sounds

Behavioral Objective - See Listening 13, 14, 15, 16, 17
Pages 12, 13, and 14

Learning Activities
and/or
Teaching Strategies - See Listening 13, 14, 15, 16, 17

Level - K, 1 4

Skill - Recognition of and ability to write Capital and Small letter forms.

Behavioral Objective - The child will be able to recall and write both the capital and small letter forms for each letter of the alphabet.

Learning Activities
and/or
Teaching Strategies -

1. Have the child write the alphabet in both capital and small letter forms.
2. Call out letters in no particular sequence. The child will write both the capital and small letter forms. Ex. - B b
   Z z
   T t

Level - 1, 2 5

Skill - Recognizing and understanding the use of capital letters.

Behavioral Objective - The child will begin every written sentence, proper noun, "I", and abbreviations with a capital letter.

Learning Activities and/or Teaching Strategies - Practice writing sentences. Put sentences on the board omitting the capitals. The child will correctly re-write the sentences:

1. The boy's name was John.
2. May I go?
3. Did Mr. Smith do this?
4. Today is Monday.
5. We live in Delaware.

Level - 1, 2 6

Skill - Ability to locate and sound vowels in a word using appropriate vowel rule.

Behavioral Objective - See Listening 33 and Reading 38,39,40, Page 22 41,42, Page 58, 59

Learning Activities and/or Teaching Strategies - See Listening 33 and Reading 38,39,40, 41,42.

Level - 1, 2 7

Skill - Ability to write long vowel spellings: oa, o-e, ai, a-e, ee, ea, i-e, u-e indicated words.

Behavioral Objective - The child will memorize and recall the vowel combinations used to form the long vowel sounds in familiar words such as:
cone
train

Learning Activities and/or Teaching Strategies - Dictate the words from known spelling words using the long vowel sounds:

1.	train	5.	see
2.	joke	6.	eat
3.	late	7.	kite
4.	soap	8.	cube

Level - 1, 2 8

Skill - Recognizing all consonant sounds

Behavioral Objective - See Listening 27,28,29 and Reading 26, Pages 19, 20 28,30, Pages 54, 55

Learning Activities and/or Teaching Strategies - See Listening 27,28,29 and Reading 26, 28,30.

Level - 1, 2 9

Skill - The ability to spell the "k" sound in the initial position.

Behavioral Objective - Given a word containing a "k" sound in the initial position, the child will be able to write the word with the correct consonant using the rule:
"K" is spelled with a "c" before a, o, u.
"K" is spelled with a "k" before e, i, y.

Learning Activities and/or Teaching Strategies - The teacher will orally give the following words and the child will write:

1.	cat	4.	keg
2.	kite	5.	cot
3.	cup	6.	kit

Level - 1, 2 10

Skill - Ability to spell the "k" sound in the final position.

Behavioral Objective - Given a word containing a "k" sound in the final position the child will be able to write the word with the correct consonant using the rule: "K" is spelled with a "ck" after a short vowel. "K" is spelled with a "k" after all other vowel sounds.

Learning Activities and/or Teaching Strategies - The teacher will orally give the following words and the child will write:

1. duck
2. like
3. pack
4. joke
5. sick
6. fake

Level - 1, 2 11

Skill - Ability to recognize and sound consonant blends in words.

Behavioral Objective - See Listening 30, 31 and Reading 33. Page 21 Page 56

Learning Activities and/or Teaching Strategies - See Listening 30, 31 and Reading 33.

Level - 2 12

Skill - Ability to recognize and sound out digraphs in a word.

Behavioral Objective - See Listening 32 and Reading 35 Page 22 Page 57

Learning Activities and/or Teaching Strategies - See Listening 32 and Reading 35

Level - 2 13

Skill - Ability to recognize and sound out diphthongs in a word.

Behavioral Objective - See Listening 34 and Reading 37
Page 23 Page 58

Learning Activities
and/or
Teaching Strategies - See Listening 34 and Reading 37

Level - 2 14

Skill - Ability to use "w" and "y" as vowels.

Behavioral Objective - Given a word in which "y" is used as a vowel, or "w" is used as a vowel in a diphthong, the child will recognize them as such and be able to spell it.

Learning Activities
and/or
Teaching Strategies - Develop the rule that "y" and "w" are sometimes vowels:
Long "y" says ī as in cr(y), sk(y), wh(y), b(y).
Short "y" says ĭ as in bab(y), lad(y), pon(y), stor(y).
"w" act like a vowel in a diphthong: c(ow), h(ow), pl(ow).

Level - 1 15

Skill - Ability to recognize and spell familiar words within the child's phonetic skill ability.

Behavioral Objective - Given words orally which contain sounds within the phonetic skill ability of the child, he will correctly write 90% of the words.

Learning Activities
and/or
Teaching Strategies - Use words which can be spelled within the child's phonetic skill training. Spell the following orally given words:

1. pat
2. tap
3. nail
4. rag
5. pig
6. soap
7. joke

Level - 1, 2 16

Skill - Ability to form plural forms of simple nouns.

Behavioral Objective - See Reading 43, Page 61

Learning Activities
and/or
Teaching Strategies - See Reading 43

Level - 1, 2 17

Skill - Ability to substitute initial consonants to write and spell new words.

Behavioral Objective - Given a new word (orally or printed) the child will use the word to spell or write a new word using initial consonant substitution.

Learning Activities
and/or
Teaching Strategies - Listen to this word and spell the second word by changing the initial consonant.

Teacher says		Child writes or spells orally
1. pet	-	get
2. like	-	bike
3. men	-	den

Level - 2 18

Skill - Ability to discover the number of syllables in a word.

Behavioral Objective - See Listening 35 and Reading 76, Page 77
Page 23

Learning Activities
and/or
Teaching Strategies - See Listening 35 and Reading 76

Level - 1, 2 19

Skill - Ability to recognize compound words and words which make up a compound word.

Behavioral Objective - See Reading 74 , Page 76

Learning Activities
and/or
Teaching Strategies - See Reading 74

Level - 2 20

Skill - Ability to add suffixes and prefixes to a root word to form a new word.

Behavioral Objective - See Reading 77, 78, 79, Pages 77, 78

Learning Activities
and/or
Teaching Strategies - See Reading 77, 78, 79.

Level - 1, 2 21

Skill - Ability to form contractions and recognize words which make up contractions.

Behavioral Objective - See Reading 82 , Page 80

Learning Activities
and/or
Teaching Strategies - See Reading 82

Level - 1, 2 22

Skill - Recognition and ability to use abbreviations of familiar words in spelling.

Behavioral Objective - See Reading 70 , Page 74

Learning Activities
and/or
Teaching Strategies - See Reading 70

Level - 2 23

Skill - Ability to form sentences by putting a given set of words in the correct sequence.

Behavioral Objective - See Reading 111, Page 93

Learning Activities
and/or
Teaching Strategies - See Reading 111

Level - 1, 2 24

Skill - Ability to write sentences from dictation.

Behavioral Objective - The child will correctly write and spell four dictated sentences using review spelling words.

Learning Activities
and/or
Teaching Strategies - The teacher will dictate sentences to the child (using review spelling words).
Example: 1. The dog can run.
2. Is this his best toy?
3. It is big.
4. The tree is green.

Level - 1, 2 25

Skill - Ability to alphabetize words by first, second, and third letters.

Behavioral Objective - See Listening 26 and Reading 16, 17, Page 51 Page 18

Learning Activities
and/or
Teaching Strategies - See Listening 26 and Reading 16, 17.

Level - 1, 2 26

Skill - Recognition and ability to use "s" rules when spelling words.

Behavioral Objective - See Reading 45, Page 62

Learning Activities
and/or
Teaching Strategies - See Reading 45

Level - 2 27

Skill - Recognition and ability to use the spelling of "er", "ir", and "ur", when spelling words.

Behavioral Objective - See Reading 49, Page 64

Learning Activities
and/or
Teaching Strategies - See Reading 49

Level - 2 28

Skill - Recognition and ability to use the spelling "air" that says "ar" and "are" in spelling words.

Behavioral Objective - See Reading 67, Page 73

Learning Activities
and/or
Teaching Strategies - See Reading 67

Level 2 29

Skill - Ability to use the spelling "ey"

Behavioral Objective - See Reading 54, Page 66

Learning Activities
and/or
Teaching Strategies - See Reading 54

Level - 2 30

Skill - Ability to use the spelling "ay"

Behavioral Objective - See Reading 55, Page 67

Learning Activities
and/or
Teaching Strategies - See Reading 55

Level - 2 31

Skill - Ability to use the spelling sounds for "ea" when spelling words.

Behavioral Objective - See Reading 47, Page 63

Learning Abilities
and/or
Teaching Strategies - See Reading 47

Level - 2 32

Skill - Recognition and ability to use the spellings of "oo" "oo" when spelling words.

Behavioral Objective - See Reading 48, Page 63

Learning Activities
and/or
Teaching Strategies - See Reading 48

Level - 2 33

Skill - Recognition and ability to use the position of the vowel "o" when it comes before ld, mb, when spelling words.

Behavioral Objective - See Reading 53, Page 66

Learning Activities
and/or
Teaching Strategies - See Reading 53

Level - 2 34

Skill - Recognition and ability to use the "aw" and "au" rules in spelling words.

Behavioral Objective - See Reading 52, Page 65

Learning Activities
and/or
Teaching Strategies - See Reading 52

Level - 2 35

Skill - Recognition and ability to use the "or" rule in spelling words.

Behavioral Objective - See Reading 62, Page 70

Learning Activities
and/or
Teaching Strategies - See Reading 62

Level - 2 36

Skill - Recognition and ability to use the spelling "ar" in spelling a word by using the sound "ar" as in car.

Behavioral Objective - See Reading 66, Page 72

Learning Activities
and/or
Teaching Strategies - See Reading 66

Level - 2 37

Skill - Recognition and ability to use the rule for "o" before two consonants at the end of a "one syllable word" when spelling words (has sound "o" as in song).

Behavioral Objective - See Reading 69, Page 74

Learning Activities
and/or
Teaching Strategies - See Reading 69

Level - 2 38

Skill - Ability to recognize and use a dictionary or a book in which words and their spellings and meanings can be found.

Behavioral Objective - See Reading 92, Page 84

Learning Activities
and/or
Teaching Strategies - See Reading 92

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INDEX OF SKILLS

THIS SKILL LIST CAN BE USED BY THE TEACHER FOR SELF-EVALUATION OR PUPIL EVALUATION OF MATERIAL TAUGHT.

_____1. Spelling of own name

_____2. Identifying gross sounds

_____3. Recognizing rhyming words in sounds

_____4. Recognition of and ability to write capital and small letters.

_____5. Use of capitalization in:
  a. Names
  b. Proper nouns
  c. Beginning sentences
  d. Pronoun "I"
  e. Titles

_____6. & 14. Ability to locate and sound: Vowels in words using rules (a,e,i,o,u,y,w)

_____7. Long vowel spellings (oa, o-e, ai, a-e,ee, ea, i-e, u-e)

_____8. All consonant sounds

_____9 and 10. "K" sounds in initial and final positions

_____11. Consonant blends

_____12. Digraphs

_____13. Diphthongs

_____15. Ability to spell familiar words

_____16. Formation of plurals

_____17. Ability to substitute initial consonants to form a new word

_____18. Ability to discover the number of syllables in a word

_____19. Formation of compound words